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ABSTRACT

Tboli is a language spoken by people living in southwestern Mindanao, Philippines, in the province of South Cotabato. The pedagogical grammar of Tboli has been written to help non-Tboli interested in learning to speak Tboli. A discussion of spelling and pronunciation includes the alphabet and spelling rules. Other forms of grammar described are nouns, adjectives, adverbs, and personal and demonstrative pronouns. Phrases and nonverbal and verbal sentences are discussed, with emphasis on the focus system. Location, time words, negatives, and questions are also described. Two particular difficulties with Tboli are pronunciation and the focus system. (Contains 2 references.) (JP)

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A Pedagogical Grammar of Tboli

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Abbreviations and symbols

DIR	directional prefix
DU	dual
EMPH	emphasis
EX	exclusive
FT	future tense
ID	identification
IN	inclusive
INT	intensifier
LOC	location particle
NEG	negative particle
NF	nonfocus particle
NP	noun phrase
PL	plural marker
PREP	preposition
PT	past tense
QU	question particle
SG	singular
SP	specific
∅	zero allomorph
-	morpheme boundary
+	obligatory
?	unknown
:	indicates boundary between comment and topic
,	semantic/grammatical components
/	alternate related meanings
( )	encloses implied information as well as words in free translation which facilitate reading
.	compound gloss or compound vernacular phrase

General abbreviations

AFS	actor focus sentence
EFS	experiencer focus sentence
GFS	goal focus sentence
IFS	instrument focus sentence
OFS	object focus sentence
i.e.,	that is
lit.	literal
nat.	natural
sec.	section

0. Introduction

Tboli is a language spoken by approximately 80,000 people living in the mountains of southwestern Mindanao, Philippines, in the province of South Cotabato.

A pedagogical grammar is a tool for learning. This pedagogical grammar of Tboli has been written to help non-Tboli who would like to learn to speak Tboli. It has been written specifically for those who have had no linguistic training to help them in this most exacting task.

Explanations as to how the grammar of Tboli functions are as brief as possible. But a great many examples have been given so that the learner can actually see how it functions. Memorizing these examples will help develop patterns which can then be used to formulate new sentences. All the examples have been taken from text material authored by Tboli themselves and compiled in a concordance done at the University of Oklahoma Computer Laboratory (1966).

There is a great deal of repetition from one section to another. This has been done deliberately, since repetition is another aid in the learning process.

This work is not intended to be a comprehensive grammar of Tboli. Rather it is meant to be an introduction to the basic areas that need to be learned. From these lessons a serious student can proceed on his/her own to add what yet remains to be learned in order to become a fluent speaker.

These 'bare bones' do not in any way show the beautiful figurative language that Tboli delight in using to express themselves in even the most everyday matters. But it is hoped that once the student has digested these basic facts, then listening with understanding will become possible, and that is the key to learning how things are expressed figuratively.

A great help in compiling this material has been Doris Porter's *A Tboli Grammar* (1977) which was written with linguists in mind.

1. Spelling and pronunciation

1.1 Alphabet

There are seven vowels in the Tboli alphabet and fifteen consonants.

1.1.1 Vowels

Since Tboli has two more vowels than are symbolized in the English alphabet, it is necessary to mark these two with an acute accent to make the seven distinctions: *é* and *ó*.

In the table below, the first column lists the sounds that occur in Tboli written with the special phonetic symbols linguists use. The second column lists the way these sounds are written in Tboli, followed with an example of each sound both in English and Tboli:

		English	Tboli	
a	a	father	*ta*	'on top of'
i	i	eat	*ti*	'foot'
ɛ	é	bet	*bé*	'grandmother, granddaughter'
ɔ	e	the	*el*	'yes'
o	ó	boat	*kóm*	'you,SG'
u	u	boot	*kut*	'us two'
ɔ	o	bought	*bot*	'throw away'

1.1.2 Consonants

The consonants in Tboli are much the same as those in Pilipino or English: b, d, f, g, h, k, l, m, n, ng, s, t, w, y, and the glottal stop, which is written with a grave accent mark (`) over the final vowel in a word where it occurs. Otherwise it is not written.

English speakers may have difficulty with the 'ng' sound. It is familiar when it occurs either in the middle of a word or at the end as in the English word 'singing'. But it is not familiar when it occurs at the beginning of a word, as it often does in Tboli *ngà* 'child' or *nged* 'riddle'.

Glottal stop (ʔ) is familiar to English speakers when it occurs at the beginning of words as in 'ʔache, 'ʔeat', or in the middle of words as in the exclamation 'ohʔoh'. But it is not familiar when it occurs at the end of a word as it often does in Tboli *maʔ* 'father' or *gunuʔ* 'house'.

When the glottal occurs with a word ending either with *é* or *ó*, the symbol for the glottal (`) is simply added to the symbol already there: *yê* 'mother' or *yô* 'daughter-in-law (term of address)'.

1.2 Spelling rules

1.2.1 Glottal stop

There are two positions where the glottal stop is predictable, therefore it is not written.

(1) When the word does not begin with another consonant, there is always an initial glottal stop:

ʔeted 'to deliver' written as *eted* *ʔówóng* 'boat' written as *ówóng*

(2) When two vowels occur next to each other within a word, there is always a glottal stop between them:

liʔi 'taboo' written as *lii* *seʔel* 'floor' written as *seel*

The glottal stop is not predictable when it occurs at the end of a word, therefore it is always written when it occurs in that position:

gawiʔ 'serving spoon' written as *gawì* *ngaʔ* 'child, offspring' written as *ngà*

As has already been noted in section 1.1.2, when it occurs with either the *ó* or the *é* in word final position, the two accent marks are joined to become the circumflex:

béʔ 'don't' written as *bê* *sdóʔ* 'pig' written as *sdô*

1.2.2 Double consonants at the beginning of words

There are a great many words in Tboli which have two consonants at the beginning of a word. When these words are pronounced, there is a short vowel sound heard between the two consonants which is similar to the sound of the vowel in the English word 'the'. This sound is written by linguists with the symbol *ə*. Because the sound is so short when it occurs between the two consonants, it is written above the line: *bətang* 'to fall' and *kəfung* 'dust'. This is done to distinguish it from the vowel of normal length of the same sound: *ləgəd* 'industrious' and *nɔ̈t* 'omen'.

The fact that it is not the same as the regular vowel of the same sound is evident in that it makes no difference to the new reader whether it is written in a word or not. They can read the word just as easily without it being written. As new literates, they often write this short vowel sound since they pronounce it in slow speech. But as they gain fluency in writing, they drop it.

When translating songs where the aim is to have one syllable correspond to one note, there was a very strong negative reaction by Tboli speakers to make this short vowel and a consonant form a syllable, e.g., *Də.wa.ta* 'God' and *də.mó.yón* 'to praise'. The fact that it was soundly rejected as a syllable is further proof that Tboli speakers distinguish it from the other vowel of regular length.

So for consistency in all published materials, the short vowel sound *ə* heard between two consonants at the beginning of words is not written:

bᵊtang	written as *btang*	'to fall'
Dᵊwata	written as *Dwata*	'God'
kᵊfung	written as *kfung*	'dust'
mᵊnóng	written as *mnóng*	'to shine'
Tᵊboli	written as *Tboli*	'Tboli'

1.2.3 Prefixes

Tboli has very few prefixes compared to many other Philippine languages. The pattern for all the prefixes is the same: *he-*, *ke-*, *se-*, *ge-*, *de-*, *te-*, *me-* and *ne-*. Since a prefix is attached directly to the beginning of a root word, it is written with a hyphen to show this: *me-* and *ne-*.

The vowel in these prefixes is the short *ə* described in section 1.2.2. When prefixed to a root word, there are only a few specific instances where the vowel is retained. In all other cases it is dropped, forming words with the preferred pattern of a double consonant at the beginning of the word.

1.2.3.1 The vowel of the prefix is retained

(1) When prefixed to a root word beginning with a double consonant pattern:

ge-	+	*blekel*	becomes	*geblekel*	'to accidentally go crosswise'
he-	+	*kfung*	becomes	*hekfung*	'cause to be dusty'
ke-	+	*btang*	becomes	*kebtang*	'falling'

If the initial consonant is an *h*, it becomes an *f* when prefixed with *he-*, *me-* or *se-*:

he-	+	*hyu*	becomes	*hefyu*	'to (have someone) repair'
me-	+	*hlayam*	becomes	*meflayam*	'to be in trouble'
se-	+	*hlós*	becomes	*seflós*	'to continue'

(2) When prefixed to a single syllable root word whose initial consonant is a glottal stop (which is retained). The two examples given are the only members of this class:

me-	+	*ʔél*	becomes	*mcél*	'to liquify'
me-	+	*ʔis*	becomes	*meis*	'to sic a dog (on someone)'

1.2.3.2 The vowel of the prefix is dropped

In all other cases the vowel of the prefix is dropped, forming the preferred pattern of a double consonant at the beginning of a word.

(1) When prefixed to words which permit a double consonant pattern:

ke-	+	*sidek*	becomes	*ksidek*	'badness'
me-	+	*ton*	becomes	*mton*	'to see/find'
ne-	+	*fét*	becomes	*nfét*	'to tie up (someone, something)'
se-	+	*linti*	becomes	*slinti*	'engaged'

There is a variation in the above pattern when the first syllable of the stem is *le-*, as the *l* is always dropped:

he-	+	*lenek*	becomes	*henek*	'to cut into small pieces'; 'to become quiet'
se-	+	*lebut*	becomes	*sebut*	'to be angry with each other'

(2) When prefixed to stems of two syllables whose initial consonant is a glottal stop (which is dropped when the prefix is added):

ge-	+	*ʔafas*	becomes	*gafas*	'to be able to restrain (someone, something)'
ne-	+	*ʔvlvl*	becomes	*nvlvl*	'to divide into shares'

1.2.4 Infixes

In the above list of prefixes (see sec. 1.2.3), there are two that function as focus markers (see sec. 8): *me-* and *ne-*. In certain instances these occur as infixes, i.e., instead of being attached to the beginning of the root word, they are inserted into the word itself, hence they are called infixes. An infix is always inserted following the initial consonant of the word. To show that they are inserted within a word, they are written with a double hyphen: *-em-*, *-en-*, *-m-* and *-n-*.

As with the prefixes, there are certain instances when the vowel of the infix is retained, but there are many more instances when it is dropped.

1.2.4.1 The vowel of the infix is retained

(1) When infixed between double consonants at the beginning of a one-syllable word, the vowel is retained:

blay	+	*-em-*	becomes	*bemlay*	'to give'
dket	+	*-em-*	becomes	*demket*	'to stick'
hyu	+	*-en-*	becomes	*henyu*	'to repair'
syat	+	*-en-*	becomes	*senyat*	'to turn aside'

(2) When infixed into a two-syllable word with *le-* as the first syllable the vowel is retained, but the first vowel of the word is dropped:

lebut	+	*-en-*	becomes	*lenbut*	'angry'
lemek	+	*-en-*	becomes	*lenmek*	'weak'
lenaw	+	*-em-*	becomes	*lemnaw*	'green'
lenos	+	*-em-*	becomes	*lemnos*	'windy'

1.2.4.2 The vowel of the infix is dropped

(1) When infixed into a two-syllable word with a consonant and vowel pattern in the first syllable:

kuli	+	*-en-*	becomes	*knuli*	'to laugh (at something)'
tóbóng	+	*-em-*	becomes	*tmóbóng*	'to help'

The only variation to this pattern is when the *-em-* is infixed to a word with the initial consonant *b*. Because the *m* and the *b* are made in the same place in the mouth, the two sounds tend to blend, and the *m* replaces the *b*:

betek	+	*-em-*	becomes	*metek*	'to design' (not *bmetek*)
bonok	+	*-em-*	becomes	*monok*	'to murder' (not *bmonok*)

But the regular pattern is retained with the *-en-*:

betek	+	*-en-*	becomes	*bnetek*	'to design (something)'
bonok	+	*-en-*	becomes	*bnonok*	'to murder (someone)'

(2) When infixed into a two-syllable word with a double consonant pattern at the beginning, if the second consonant is an *l*, it is dropped:

hlowon	+	*-en-*	becomes	*hnowon*	'to tease (someone)' (not *helnowon*)
klintang	+	*-em-*	becomes	*kmintang*	'to play the *klintang* instrument' (not *kemlintang*)

When the first of the two consonants is a *b*, the same blending of the *-em-* and *b* occurs as described above:

blotik	+	*-em-*	becomes	*mlotik*	'to be starry' (not *bemlotik*)
blutut	+	*-em-*	becomes	*mlutut*	'to be pregnant' (not *bemlutut*)

With the *-en-*, the *b* is retained but the *l* is still dropped:

blotik	+	*-en-*	becomes	*bnotik*	'for the stars to be many' (not *benlotik*)
blutut	+	*-en-*	becomes	*bnutut*	'for the stomach to be large' (not *benlutut*)

1.3 Pronunciation

1.3.1 Preference for two-syllable words

As can be seen from the above patterns, there is one basic principle which runs throughout the language: Tboli prefer two-syllable words, so they shorten their words to fit this pattern by regularly dropping two things: (1) The short vowel sound which occurs between a double consonant pattern at the beginning of the words and in all the prefixes, and (2) The light sound of the consonant *l* (described in the previous section).[1]

1.3.2 Stress

Stress is on the final syllable of the root word, and it does not shift even when a pronoun suffix is attached to the word. A pronoun is never stressed. In the following examples, the stressed syllable is in bold print:

eted	'to **deliver** (someone or something)'
Etedu yem ngà. I'll **deliver** the child.	
mung	'to **go along** with (someone or something)'
Mungi do.	You **come along** with me.

The only exception to this rule are four words which have the *e* vowel at the end of the word. In these words, the stress is on the first syllable. The examples given are the only members of this class:

bede	'but'	***ngunte***	'I don't know'
déke	'possibly/likely'	***yake***	'good if'

[1] Whenever an *l* is the final sound in an utterance, it is often dropped. But if a pronoun or another word follows, the *l* can be heard again.

2. Nouns

There are two types of nouns in Tboli, regular and derived. The regular nouns are the root words which have no affix at all. The derived nouns are those formed by adding the prefix *ke-/k-* to either a verb or an adjective to form a noun.

2.1 Regular nouns

Regular nouns are the unaffixed root words used to name a person, place or thing. They may be either a common noun or a proper noun:

gunù	'house'
kudà	'horse'
libun	'girl'
Mà Flidu	'father of *Flidu* (term of address)'
Mututng	'Matutum mountain'

There is another class of root words which is not so easily recognized as the above examples. These are words that can function either as a noun or a verb, but are most frequently used as verbs:

ogot	'to hold (something)'
ogot	'that which is used to hold (something)'

Ogotem	*du yem ogot mbegel.*	**Hold** it with that sturdy **holder**.
Ø-**hold**.you,SG it	that **holder** sturdy	

ofok	'to chop down (something)'
ofok	'that which is used to chop down (something)'

Ofokem	*du yem ofok Mà Bong.*	**Chop** it down with Big Father's **chopper**.
Ø-**chop.down**.you,SG it	that **chopper** Father Big	

2.1.1 Pluralization of common nouns

Some common nouns are understood to be basically singular, others to be basically plural.

2.1.1.1 Singular nouns

To pluralize a singular noun, the word *kem* is added just before the noun:

Singular		Plural	
gunù	'a house'	***kem gunù***	**'houses'**
kudà	'a horse'	***kem kudà***	**'horses'**
libun	'a girl'	***kem libun***	**'girls'**

2.1.1.2 Collective nouns

Collective nouns are considered to be basically plural, so it is incorrect to use *kem* with them. Since they can also be used as singular, this type of noun will be noted as being both singular and plural in the dictionary:

blotik	'star/stars'	*gulom*	'ant/ants'
doun	'leaf/leaves'	*soging*	'banana/bananas'

2.1.2 Pluralization of personal names

A personal name may be pluralized in order to include those in close association with the individual named. To do so, the third person plural pronoun *le* 'they' is added before the name (see sec. 4.1.1):

Omin le Yê Bong gna.
and.then **they Mother Big** Ø-go.ahead

And then **Big Mother** and **her companions** went ahead.

Wen le Yê.
there.is **they Mother**

There is **Mother** and **the rest of the family.**

There is an interesting feature in Tboli when more than one personal name is used as either actor (see sec. 8.2) or experiencer (see sec. 8.1). They do not use 'and' to connect the two names as is done in English. Instead the appropriate number and plural pronoun is used just before the name:

Lewu me Kasi funen.
two we,EX Kasi owner.it

lit., **We two *Kasi*** are the owners.
nat., ***Kasi* and I** are the owners.

Tey sidek kbitil me lewu me Alun.
INT bad k-hunger **our two we,EX Alun**

lit., Very bad **our** hunger **we two *Alun*.**
nat., ***Alun* and I** were really very hungry.

Gunun deng nù se tahu blóng ye Dimas?
where.it PT Ø-to.be EMPH true division **you,PL Dimas**

Where is the true boundary between **you and *Dimas*?**

If two or more individuals are named, it results in a long noun phrase which they do not like to use in the actor position following the verb. Rather, the plural pronoun *le* 'they' is used in this position, but the specific individuals are named at the end of the sentence with the appropriate number and plural pronoun included before the names:

Nukét le silà le Gadu lewu le Fludi.
n-pick **they** corn **they Gadu two they Fludi**

lit., **They** picked corn ***Gadu* they two *Fludi*.**
nat., **Both *Gadu* and *Fludi*** picked corn.

Sulék le gu dini le Fining tlu le Timud
s-once **they** from here **they Fining three they Timud**
Ngà Bun.
Ngà bun

lit., Once they came here, ***Fining*, they three *Timud*, *Ngà Bun*.**
nat., Once ***Fining*, *Timud* and *Ngà Bun*** came here.

Mógów le ... lewu le tuha login, getlu le yem
m-go **they two they old man.her third they that**
ngà le.
child their

lit., **They** went...**they two her husband, they three their child.**
nat., **The woman, her husband and their child** went.

2.1.3 Possessives

Possession, ownership or relationship are indicated by either a possessive pronoun or by the relative position of the possessed noun and the possessor.

2.1.3.1 Possessive pronouns

There are two sets of pronouns which are used to show possession, the *-u* set and the *de* set (see Figure 1). The *-u* set occurs right after the noun it possesses, with the singular pronouns attached to the noun and the plurals written as separate words:

gunuem
house.**your,SG**

'**your** house'

kudà	***le***	'their horse'
horse	**their**	
libunu		'my sister'
sister.my		
tniba	***ye***	'your ricefield'
-n-ricefield	**your,PL**	

When the pronoun from the *dou* set is used as the possessive, it always occurs before the noun it possesses, and its function is to emphasize the ownership by implying a negative contrast with another individual, 'my sister (not his)':

dou	*libun*	'my sister'
my	sister	
kóm	*gunù*	'your house'
your,SG	house	
kul	*kudà*	'their horse'
their	horse	
kuy	*tniba*	'your ricefield'
your,PL	-n-ricefield	

2.1.3.2 Possessive nouns

When a noun is used as the possessor, it always occurs after the noun being possessed. There is no marker equivalent to the Tagalog *ni* or *ng* before the possessive noun:

gunù	***Mà***	'**Father's**[2] house'
house	(of)**Father**	
ikong	***kudà***	'**horse's** tail'
tail	(of)**horse**	
ketef	***gunù***	'roof of the **house**'
roof	(of)**house**	
kudà	***Walan***	'***Walan's*** horse'
horse	(of)**Walan**	

The possessor in the above examples may itself be possessed:

ikong	*kudau*		'the tail of **my** horse'
tail	(of)horse.my		
ketef	*gunù*	***Mà***	'the roof of **Father's** house'
roof	(of)house	(of)**Father**	

2.1.4 Diminutive

A diminutive is formed by the noun *ngà* 'child' occurring before another noun. It diminishes the meaning of the word it modifies:

ngà	*benwu*	'a **little** country'
child	country	

[2] When speaking of one's own mother or father, the possessive pronoun 'my' is implied; it is redundant to include it.

ngà	*bnotu*	'a **little** wrapped lunch'
child	wrapped.lunch	
ngà	*lowig*	'a **little** shelter'
child	shelter	

2.2 Derived nouns

Derived nouns are verbs or adjectives that have become nouns by adding the prefix *ke-/k-* to them. There are also certain nouns which occur with this prefix. These derived nouns always occur with a possessive:

k- +	*des*	+	*-u*	=	***kdesu***
	pain	+	-my		**my**.painfulness
k- +	*des mata*	+	*-hu*	=	***kdes matahu***
	pain eye	+	-my		the.painfulness.of.**my**.eyes

There are two kinds of derived nouns: (1) Those derived from adjectives become abstract nouns, and they express the quality of the adjective from which it is derived. (An English example of an abstract noun is the word 'goodness' which has been derived by adding 'ness' to the adjective 'good'.) (2) Those derived from verbs or nouns become gerunds, which are words that are used as nouns in a sentence, but have the basic meaning of an action. (An English example of a gerund is the word 'going' which has been derived by adding 'ing' to the verb 'go'.)

2.2.1 Abstract nouns

An abstract noun differs from a regular noun in that a regular noun indicates something which can be touched. An abstract noun cannot be touched. Rather it indicates the quality of something or someone. It is formed by adding the *ke-/k-* prefix to an adjective:

k- +	*des*	+	*-en*	=	***kdesen***
	painful		-his/her/it		**painfulness**.it
k- +	*gel*	+	*-en*	=	***kgelen***
	hard		-his/her/it		**hardness**.it
ke- +	*hyu*	+	*-hen*	=	***kehyuhen***
	good		-his/her/it		**goodness**.his/her

*Deng ton me ne yem **kehyuhen**.*	Already we have seen **its goodness**.
already ß-see we,EX now that **ke-good.its**	
*Gel mtón ket ne udì yem **kdes** matahu.*	The **painfulness** of my eyes is decreasing little by little.
always m-decrease each now little that **k-pain** eye.my	

2.2.2 Gerunds

A gerund is formed by adding the *ke-/k-* prefix to a verb or a noun.

2.2.2.1 *Ke-/k-* + verb

The gerund functions as a noun in the sentence, but its meaning is always the action of the verb from which it is derived:

k-	+ *fuk*	+ *me*	=	*kfuk*	*me*	'our **washing clothes**'
	ß-wash.clothes	our,EX		**washing.clothes**	our,EX	

k-	+ *kól*	+ *-u*	=	*kkólu*			'my **arriving**'
	Ø-arrive	-my		**arriving**.my			
ke-	+ *dyo*	+ *le*	=	*kedyo*	*le*		'their **bathing**'
	Ø-bathe	their		**bathing**	their		
ke-	+ *hlós*	+ *-em*	=	*kehlósem*			'your **proceeding**'
	Ø-proceed	-your		**proceeding**.your			

Tey gel ***kedyo*** *me ket kdaw.*
very always **ke-bathe** our every day

Our bathing/swimming was for a long time every day.

Là mimot -en ***kfuk*** *me.*
not use up -it **k-wash.clothes** our

Our washing clothes wasn't all done.

In the above examples of gerunds, a derived noun with a possessive pronoun is the subject of the sentence. The literal English translation is not very clear. In a more natural English translation, the possessive pronoun functions as the actor of the sentence, and the derived noun functions as a verb:

lit., Our bathing was for a long time every day.
nat., We bathed/swam for a long time every day.

lit., Our washing clothes wasn't all done.
nat., We didn't get all our clothes washed.

2.2.2.2 *Ke-/k-* + noun

k-	+ *dadu*	+ *le*	=	*kdadu*	*le*		'their **plowing**'
	plow	their		**plowing**	their		
k-	+ *halì*	+ *-u*	=	*khaliu*			'my **being** wounded'
	wound	my		**being**.wounded.my			
ke-	+ *hlafus*	+ *le*	=	*kehlafus*	*le*		'their **being** morning'
	morning	their		**being**.morning	their		

Deng deng ***kdadu*** *me.*
PT PT **k**-plow our,EX

lit., Our **plowing** is already finished.
nat., We have already finished **plowing**.

Tey sidek ***kegnómu*** *du yem khaliu.*
INT bad **ke**-feel.my it that k-wound.my

I'm feeling badly (because of) my **being** wounded.

ani hyu ***kehlafus*** *le ebè tniba*
so.that good **ke**-morning their DIR,LOC -n-ricefield

'so that they will be early morning (**going**) to the ricefield'

3. Modifiers

There are two types of modifiers in Tboli, adjectives and adverbs.

3.1 Adjectives

Adjectives are words used to describe a person, place or thing, hence they are often called descriptives. Just as there are two types of nouns in Tboli, so there are two types of adjectives, regular and derived. The regular adjectives are root words which have no affix at all. The derived adjectives are those formed by adding an affix from the *me-* set to certain root words.

3.1.1 Regular adjectives

Most adjectives in Tboli are unaffixed root words:

bong	'big'	*lomi*	'new'
gna	'before'	*sidek*	'bad'
huli	'after'	*són*	'only'
hyu	'good'	*tahu*	'true'
ket	'each'	*tuha*	'old'
kini	'hot'	*udì*	'little'
lchcn	'skinny'	*ukol*	'short'

3.1.2 Derived adjectives

Derived adjectives are root words which have become adjectives by adding an affix from the *me-* set (*me-, m-, -em-* and *-m-*).

3.1.2.1 *Me-* set affix used with nouns

m-	+	*abù* fatness	= *mabù*	'fat'
m-	+	*begel* support	= *mbegel*	'sturdy'
m-	+	*gel* hardness	= *mgel*	'difficult/hard'
m-	+	*yak* shyness	= *myak*	'shy/timid'
me-	+	*btes* measure	= *mebtes*	'expensive'

3.1.2.2 *Me-* set affix used with verbs

me-	+	*btik* Ø-get.up	= *mebtik*	'quick'
me-	+	*kteng* Ø-pull	= *mekteng*	'direct'

3.1.2.3 *Me-* set affix used with adjectives

-em-	+	*lehen* thin	= *lemehen*	'slender'
-m-	+	*tahà* tall	= *tmahà*	'oblong'

Certain adjectives never occur without the *m-* prefix, i.e., they cannot be separated into *m-* + *ayuk* or *m-* + *oni*:

mayuk	'far'	*moni*	'nearby'

3.1.3 Distribution of adjectives

Adjectives may occur in two basic positions, either following the noun or preceding it.

(1) Those that occur following the noun

The majority of the adjectives are descriptives and occur after the noun they modify:

él	*tnaw*	'cold water'
water	**cold**	
kudà	**bong**	'big horse'
horse	**big**	
Mà	***Bong***	'Big Father (term of address showing respect)'
father	**big**	
suk	*tahà*	'long knife'
knife	**long**	
tau	*ukol*	'short person'
person	**short**	
Yê	***Huli***	'Last Mother (term of address for last wife of father)'
mother	**last**	

(2) Those that occur preceding the noun

The following adjectives occur before the noun they modify and function to limit it:

dê	*ngà*	'many children'
many	child	
dumu	*tau*	'other people'
other	people	
kdê	*ngà*	'all the children'
all	children	
ket	*tau*	'each person'
each	person	
lomi	*tau*	'young person'
new	person	
són	*tau*	'only person'
only	person	
tehe	*funen*	'previous owner'
previous	owner.it	

(3) Those that occur either before or after the noun

There are a few adjectives that may occur either before or after the noun with no apparent change of meaning:

bong tau/tau bong	'**big** person'
gna tau/tau gna	'**former** people/person'
tahu lan/lan tahu	'**true** path'

There are other adjectives that may occur in both positions, but with a change of meaning:

libun	*tuha*	'old woman'	*tuha*	*libun*	**'wife'**
female	**old**		old	female	(term of address)
logi	*tuha*	'old man'	*tuha*	*logi*	**'husband'**
male	**old**		**old**	male	(term of address)

dumu	***ngà*** 'another **child**'	***ngà***	*dumuhu*	'the **child** of
another	**child**	**child**	companion.my	my companion'

3.1.4 Number of adjectives used in sequence

Usually only one adjective occurs following a noun, but there are a few cases where two adjectives may occur in sequence:

libun ***kogò*** ***nubón*** 'a **bent over, white haired** woman'
woman **bent.over white.haired**

tau ***bong kwasa*** 'a man **of authority who is rich**'
person **big rich**

A more natural combination is to have one adjective from the class that occurs before the noun used to modify a noun phrase:

ngà *kafal udì* 'a **very little** ship'
child ship little

sòn tau Tboli '**only** a person who is a Tboli'
only person Tboli

tche benwu gnahen 'the **former** country of olden times'
former country before.it

3.1.5 A further function of *bong* and *udì*

The two words *bong* 'big' and *udì* 'little' may be used to modify an adjective. The word *bong* is used to increase the meaning of the adjective being modified and occurs preceding it:

bong	*hyu*	'very good'
big	good	
vong	*lamang*	'a very wide area'
big	wide	
bong	*legen*	'a very long time'
big	long.time	
bong	*mayuk*	'very far'
big	far	
bong	*sidek*	'very bad'
big	bad	

The word *udì* is used to diminish the actual meaning of the adjective being modified and occurs following it:

bong	***udì***	'a **little** bit big'
big	**little**	
lamang	***udì***	'a **little** bit wide'
wide	**little**	
legen	***udì***	'a **little** bit long'
long.time	**little**	

mayuk	*udì*	'a **little** bit far'
far	**little**	
tehà	*udì*	'a **little** bit long'
long	**little**	

3.2 Adverbs

Adverbs modify verbs, adjectives and other adverbs. In Tboli there are a large number of words included in this category. Some indicate tense. Others indicate the duration or frequency of the action. Others express a desire or wish in connection with the action. Still others limit the action or emphasize it or intensify it.

These words can also be divided into two classes, those that occur before the word they modify, and those that occur following it.

3.2.1 Those occurring before the word they modify

The majority of the adverbs modify verbs, and they occur before the verb. Whenever the verb uses a pronoun from the *-e* set as either actor or experiencer of the sentence, the adverb always attracts the pronoun away from its normal position following the verb:

Bitil	+	*-e.*		= *Bitile.*	**I'm** hungry.
Ø-hungry		**-I**			
Deng	+	*-e*	*bitil.*	= **Denge** *bitil.*	**I'm already** hungry.
PT		**-I**	Ø-hungry		

3.2.1.1 Tense markers

There is a class of adverbs functioning as tense markers which occur before the verb. These also attract the *-e* set of pronouns functioning as either a focused actor or experiencer:

angat	distant future	*lomi*	recent past
deng	past tense	*móyón*	near future
eles	action completed beforehand	*tehe*	remote past
		tolo	present continuative

Tolo ke nken. — They are **still** eating.
still they m-food

Angat ke kini. — They **will** be hot.
will they Ø-hot

The past tense *deng* may be used with the appropriate tense markers to add the sense of a time or action completed. When this occurs, the *-e* set of pronouns used as a focused actor or experiencer is attracted to *deng*:

Deng deng. — It's **already** finished.
PT Ø finish

Deng móyón gangó. — It's **already** almost noon.
PT-Ø almost noon

Deng lomi lemwót. — He/she **already** left just recently.
PT Ø recent -em-leave

Deng le tehe lemlwót.
PT they previous -em-leave
They **already** left long ago.

Deng eles niten.
PT in.advance -n-bring.he
He/she has **already** in advance brought it along.

3.2.1.2 Time of action

There is another class of adverbs which indicate the time the action took place. These always attract the *-u* set of pronouns which function as nonfocused actor:

gu laan	'before'	*luk*	'besides that'
igò	'while'	*omin*	'then'
klawi	'as long as'	*sónmò*	'always'
kogol	'after'	*uni*	'immediately'
lel	'at the same time'		

Igou tolo mken, tódô tonu.
while.I still m-food just see.I
While I was still eating, I immediately saw (it).

Tolo lelu dmadu.
still **continue.I** m-plow
I'm still plowing.

Sónmou tendo dmadu.
always.I continue m-plow
I'm always continually plowing.

3.2.1.3 Duration of action

There is another class of adverbs indicating the duration of the action of the verb. These also attract the *-e* set of pronouns which function as either a focused actor or experiencer:

bud	'again'	*sal*	'always'
gel	'usually/always'	*sana*	'already'
hanà	'still'	*tendo*	'continually'
hlun	'temporarily'	*tódô*	'immediately'
kendel	'quickly'		

Tódóe mlóy.
immediate.I m-run
Immediately I ran.

Bude mlóy.
again.I m-run
Again I ran.

The adverb *gel* 'usually/always' can be modified by a wide range of adverbs from all the various classes:

Deng tehe gel nmò le.
PT **previous always** n-do they
Previously they **always** did that.

Tódô gel htinof kun.
immediate-ß always h-quiet it.is.said
He **immediately always** becomes quiet it is said.

Teye gel hligal. — I'm **always very** happy.
INT,**I always** h-happy

3.2.1.4 Intensity

There is another commonly used class of adverbs which intensify the verb or adjective they modify (*tey/ali* 'very' and *hol* 'really'):

Holi mlóy! — Run fast!
INT,**you** m-run

Tey mlóy. — He ran **very** fast.
INT,**Ø** m-run

Ali sidek udélen. — His/her words were **very** bad.
INT bad word.his/her

Hol tahu udélen. — His/her words are **really** true.
INT true word.his/her

Tey is the adverb most widely used to modify verbs, adjectives, other adverbs and even nouns:

Tey bong. — It's **very** big.
INT,**Ø** big

Tey gel hendemu u. — I'm always thinking **very much** about you.
INT always -en-think.I you

Tey bulul. — It's a **very** high mountain.
INT,**Ø** mountain

3.2.1.5 Wish or desire

There is another class of adverbs which express a wish or desire in connection with the action. (*Tô* is the only one that attracts the pronoun actor away from its normal position following the verb.)

déke	'likely/probably'	*tô*	'would like/about to'
dô	'approximately/about'	*yake*	'good if'
kô	'maybe/perhaps'		

Toé mung kul mosol. — I'd **like to** go down with them.
would.like.I m-go.along them downhill

Déke deng kól dini. — It's **likely** he has already arrived here.
likely PT,**Ø** Ø-arrive here

Kô lanahi. — **Perhaps** you will get lost.
perhaps Ø-lost.you,SG

3.2.1.6 Limitation

There is a class of adverbs which modify adjectives. They add a sense of limitation to the adjective being modified:

olo	'merely/only'	*malù*	'somewhat'
olò	'at least/only'	*tek*	'just/only'

Tek *són Yê* *mógów.* — **Only** just Mother is going.
Only just Mother m-go

Malù *mgel udì.* — It's **somewhat** a little hard.
somewhat hard little

Olon *udì blayem* *do.* — Give me **only a** little.
only.it little Ø-give.you,SG me

Malù *mélél yem soging.* — The banana is **somewhat** ripe.
somewhat yellow that banana

3.2.2 Those occurring after the word they modify

(1) Indicating time

There is another class of adverbs indicating time which occur after the verb:

eginu	'DIR,early' (of the same day)	*kedeng*	'by and by/later'
		koni	'just a moment ago/just now'
he	'yet'	*ni/ne*	'now'

Deng me *mken* ***koni.*** — We **just now** finished eating.
PT we,EX m-food **just.now**

Kól *le* ***kdeng.*** — They will arrive **by and by.**
Ø-arrive they **by.and.by**

(2) Indicating emphasis

There are three particles used for emphasis, *gi, se,* and *dé*. They occur following the word they emphasize, and there seems to be almost no limitation as to what they can emphasize:

Là ***gi,*** *là* *kóe* *móyô* *tagak.* — No! I definitely do not want to stay behind.
NEG EMPH NEG definite.I m-like/want stay.behind

Kamaen ***se.*** — What a waste!
waste.it EMPH

Yó ***dé*** *hyu.* — That one is good!
that EMPH good

4. Noun substitutes: personal pronouns

There are four pronoun sets in Tboli, each set with its own specific functions. The *-e* set and the *ou* set function only as substitutes for the noun participants that are in focus in the sentence; the *-u* set and the *dou* set function only as substitutes for the noun participants that are not in focus. So the four sets can be divided into two groups, focused and nonfocused pronouns. Figure 1 displays these four pronoun sets.

Focused Pronouns		**Nonfocused Pronouns**	
	***-E* set**		***-U* set**
-e/-he	'I'	*-u/hu/-w*	'I/my/mine'
-i/hi	'you,SG'	*-em/-hem/-m*	'you,SG' 'your,SG'
ø	'he/she/it'	*-en/-hen/-n*	'he/she/it' 'his/her/its'
tekuy	'we all,IN'	*tekuy*	'we all,IN' 'our,IN'
me	'we not you,EX'	*me*	'we not you,EX' 'ours not yours,EX'
te	'we two,DU'	*te*	'we two,DU' 'our,DU'
ye	'you,PL'	*ye*	'you,PL' 'your,PL'
le	'they'	*le*	'they/their'
	***Ou* set**		***Dou* set**
ou/o	'I/me'	*dou/do*	'me/my/mine'
uu/u	'you,SG' 'you,SG'	*kóm*	'you/your'
du	'he/she/it' 'him/her/its'	*kun*	— 'his/her/its'
tekuy	'we all,IN' 'us all,IN'	*tekuy*	'us all,IN' 'our,IN'
mi	'we not you,EX' 'us not you,EX'	*kum*	'us not you,EX' 'ours not yours,EX'
tu	'we two,DU' 'us two,DU'	*kut*	'us two,DU' 'our,DU'
ye	'you,PL' 'you,PL'	*kuy*	'you,PL' 'your,PL'
le	'they/them'	*kul*	'them/their'

Figure 1. Personal pronouns

4.1 Focused pronoun sets

4.1.1 The *-e* set

As can be seen from figure 1, the singular pronouns from the focused *-e* set are a single vowel (*-e* or *-i*). In writing these, they are attached to the verb itself.

Since 'he/she/it' is indicated by an absence of a pronoun, this is marked with a Ø on the chart and in the glosses. Whenever the negative *là* occurs with verbs which ordinarily would use this pronoun, the *-en* from the nonfocused *-u* set is used instead:

Mken.		**He/she/it** is eating.
m-food-Ø		
Là	*mkenen.*	**He/she/it** is not eating.
neg	m-food.he	
Hnali.		**He/she/it** is wounded.
n-wound-Ø		
Là	*hnalien.*	**He/she/it** is not wounded.
neg	n-wound.he	
Gna.		**He/she/it** is ahead.
Ø-ahead-Ø		
Là	*gnahen.*	**He/she/it** is not ahead.
neg	Ø-ahead.he	

When the singular pronouns *-e* or *-i* are attached to a root word ending with a vowel, they become *-he* or *-hi*:

ma	'to get some'
mahe	'I'll get some...'
mahi	'You,SG get some...'

The plural pronouns all begin with a consonant, making them seem more like separate words. Since they can be used in more than one position in a sentence (see sec. 2.1.2), all the plural pronouns are written as separate words.

Mken tekuy ne.	**Let us all** eat now.
m-food **we,IN** now	

4.1.1.1 Focused experiencer or actor[3]

The *-e* set of focused pronouns functions either as focused experiencer or focused actor. As an experiencer, the pronoun substitutes for the one experiencing the state or condition expressed by the verb. As an actor, it substitutes for the one doing the action of the verb.

As an experiencer, it occurs with stative verbs using an affix from either the *me-* set or the *ne-* set, but often it occurs with verbs using no affix at all. As an actor, it occurs only with verbs using an affix from the *me-* set.

[3] The functions of pronouns cannot be described without mentioning the focus of the sentence in which they are used. So in this chapter the five types of focus are briefly mentioned, but a full description is given in section 8.

(1) Focused experiencer

Gnahi. **Ø**-ahead.you,SG	You go ahead.
Myak. **m**-embarrass-**Ø**	He/she is embarrassed.
Hnalie. -n-wound.I	I have cut myself.

(2) Focused actor

Mkeni bélê me. m-food.you,SG PREP us,EX	You eat with us.
Mken tekuy ne. m-food we,IN now	Let us all eat now.

In a sentence where certain adverbs modify the verb, these adverbs attract the pronoun experiencer or actor to itself from the normal position following the verb:

Dengi gna. already.you,SG Ø-ahead		You are already ahead.
Tolo myak. still-**Ø**	m-embarrass	He is still embarrassed.
Lomihe hnali. recent.I	n-wound	I recently cut myself.

4.1.2 The *ou* set

The *ou* set may occur in the position before the verb (which implies a contrast with some other person or thing), or it may occur in the position following the actor. In the preverb position it functions as experiencer, actor, goal or object. In the postverb position it functions as either goal or object.

4.1.2.1 Contrasted experiencer in preverb position

As the contrasted experiencer in the preverb position, the *ou* set of pronouns is used with stative verbs. Stative verbs are often found with no affix at all, or they may use an affix from either the *me-* set (see sec. 9.3.1) or the *ne-* set (see sec. 9.3.2):

Uu huli. you	**Ø**-last	You (not someone else) be the one to be last.
Lu matù. they	m-win	They (not someone else) are the ones who won.
Du lenekef. he	-en-to.have.a.cold	He (not someone else) is the one who has a cold.

4.1.2.2 Contrasted actor in preverb position

As the contrasted actor in preverb position, the *ou* set of pronouns is used with verbs marked with an affix from the *me-* set indicating an AFS (see sec. 8.2):

Ou se	*mton*	*kóm*	*koni.*	I'm the one who saw you just now.
I	EMPH m-see	you	just.now	

Du mit yem snafang.
he m-bring that gun

He's the one who brought the gun.

4.1.2.3 Focused object

As the focused object, the *ou* set of pronouns function as the one directly involved in the action of the verb. It usually occurs following a nonfocused goal, but if a goal does not occur in the sentence, it follows the actor. It may also occur in the position before the verb.

As a focused object, it occurs with verbs marked with an affix from the *ne-* set or with those with no affix at all.

(1) Object focus signalled by *ne-* set affix

Gel nbô Mà ou.
always n-carry.on.back Father **me**

Father always carried **me** on his back.

Ou se gel nbô Mà.
I EMPH always n-carry.on.back Father

I'm the one Father always carried on his back.

(2) Object focus with no affix

Tonu uu koni.
ß-see.I **you** just.now

I saw **you** just now.

Uu se tonu koni.
you EMPH ß-see.I just.now

You are the one I saw just now.

4.1.2.4 Focused goal

As a focused goal, the *ou* set of pronouns function as the one to whom the action of the verb is directed. It occurs either in the position following the actor or in the preverb position. It always occurs with verbs marked with an affix from the *ne-* set (see sec. 8.4):

Nkay ıe u bigu.
n-serve they **you** winnowing.tray

They served (the food) **to you** on a winnowing tray.

Uu nkay le bigu.
you n-serve they winnowing.tray

You are the one they served on a winnowing tray.

4.2 Nonfocused pronoun sets

The *-u* set and the *dou* set are the nonfocused pronoun sets. As can be seen from the chart at the beginning of this chapter, the nonfocused *-u* set and the focused *-e* set are very similar. The plural pronouns are identical, written as separate words in both sets. The singular pronouns of the *-e* set are vowels; the singular pronouns of the *-u* set all begin with a vowel, so the singular pronouns from both sets are attached directly to the verb when writing them. When the verb ends in a vowel, these singular pronouns from both sets add the consonant *h* before the vowel of the pronoun. The following are examples of this from the *-u* set. Note further that when this occurs the pronouns may be abbreviated to a single final consonant:

nawa	'breath'
nawahu/nawaw	'**my** breath'
nawahem/nawam	'**your** breath'
nawahen/nawan	'**his/her** breath'

4.2.1 The *-u* set

The *-u* set of pronouns function as a nonfocused actor, a nonfocused goal with the preposition *bélê* or as a possessive pronoun.

4.2.1.1 Nonfocused actor

As a nonfocused actor, the position of the *-u* set of pronouns always follow the verb. It occurs with all the verbs used for OFS, GFS or IFS, whether these verbs are marked with an affix from the *ne-* set or whether they occur with no affix at all.

(1) With an object focus verb

Gel nwitu yem kudà lem bulul.
always **n**-bring.**I** that **horse** in mountain

I always bring that horse (up) into the mountains.

*Eteden **Blinun** lem bulul.*
Ø-deliver.**he Blinun** in mountain

He delivered ***Blinun*** (up) into the mountains.

(2) With a goal focus verb

Yake benlay ye o bulón huli.
good.if **-en**-give **you,PL me** month after

Good if **you** give **me** next month (off).

(3) With an instrument focus verb

Toolem du tnikel yem mimetem.
Ø-string.**you,SG** it **thread** that necklace.your,SG

You string your necklace **with thread.**

4.2.1.2 Nonfocused goal

The *-u* set of pronouns is always used with the preposition *bélê* when it functions as a nonfocused goal. *Bélê* has a wide range of meaning. In English it would be expressed by using the prepositions from, with, by, to, at, among, etc. In Tboli it occurs with verbs signalling experiencer focus, actor focus and object focus.

As a nonfocused goal, the preposition and its pronoun usually occur immediately following the experiencer or actor in a sentence, but if these are in preverb position, they occur following the verb.

(1) With an experiencer focus verb

*Tlu hunges ken nù **béléen.***
three bundle food **Ø**-to.be **PREP,him**

Three bundles of food are **with him.**

*Slób **béléu** bè gunuhu dmadu.*
Ø-stop.by-**Ø PREP,me** LOC place.my **m**-plow

He stopped **by me** where I was plowing.

(2) With an actor focus verb

*Mdómi **bélê le** haya.*
m-borrow.you,SG **PREP them** tomorrow

Borrow **from them** tomorrow.

*Hemyuhi **bélê le** sfolò.*
-em-good.you,SG **PREP them** ten

You put ten away **for them.**

*Laen dù kmahi **bélê le.***
NEG,it left **-m**-salt **PREP them**

None **among them** has salt to use.

(3) With an object focus verb

Sidek nmò le ***béléen.*** It was bad what they did **to him.**
bad **n**-do they **PREP,him**

Gefet dini tinok ye ***bélê me.*** It reach here **to us** what you requested.
reach here ß-request you,PL **PREP us**

4.2.1.3 Nonemphasized possessive

The *-u* set also functions as a nonemphasized possessive following nouns, either regular or derived:

kógówen **'his** going'
k-go.**his**

kudau **'my** horse'
horse.**my**

kyak *le* **'their** embarrassment'
k-embarrassment **their**

silaem **'your** corn'
corn.**your,SG**

4.2.2 The *dou* set

The *dou* set of pronouns functions as a nonfocused goal, a nonfocused object, an emphatic possessive or as a reiteration of an experiencer, an actor or an object at the end of a sentence for emphasis.

4.2.2.1 Nonfocused object

A pronoun from the *dou* set functions as a nonfocused object with verbs signalling either actor focus or instrument focus. It only occurs in an AFS when the actor is in preverb position.

(1) With an actor focus verb

Dwata semgyok ***kuy.*** May God take care of **you all.**
God **-em-**care.for **you,PL**

(2) With an instrument focus verb

Bulungu ***du***[4] *yem bulung Yê.* I treated **her** with Mother's medicine.
ß-treat.with.medicine.I **her** that medicine Mother

A possible reason for not using the pronoun *kun* is that there is also a particle *kun* indicating reported speech with which it could be confused. This particle indicates that the speaker is not a witness of the event he is talking about or the originator of the opinion he is expressing, but that he has heard it from someone else and is simply reporting what he heard:

Lii ***kun.*** **It is said** to be taboo.
ß-taboo-ß **it.is.said**

[4] When *kun* 'he/she/it' from the *dou* set is needed, the equivalent pronoun *du* is used from the focused *ou* set (see Figure 1).

Tehe benwu gnan kun wen wolu tau. **It is said that** in the previous world,
former country before.it **it.is.said** there.is eight people there were eight people.

4.2.2.2 Nonfocused goal

As a nonfocused goal, the *dou* set of pronouns functions as the one for whom the action is done, the one who will benefit from the action. It occurs with verbs signalling either actor focus or object focus. The dual form *kut* 'us two' functions to add an element of politeness to a request.

(1) With an actor focus verb

Hemyuhi kut sfolò. You put ten away **for us**, please.
-em-good.you,SG **us,DU,(polite)** ten

(2) With an object focus verb

Henken ye do ni kem ngà. You feed these children **for me**.
-en-food you,PL **me** this PL child

Sfunges ken blay le kum. They gave **us** one wrapped (bundle) of food.
S-wrapper food **Ø-**give they **us,EX**

4.2.2.3 Nonfocused object with a negative

A pronoun from the *ou* set is always used as a focused object in an OFS. But whenever a negative is added to the sentence, a pronoun from the nonfocused *dou* set replaces the pronoun from the focused *ou* set:

Hnebelu uu. I looked for **you**.
-n-look.for.I **you,SG**

Là hnebelu kóm. I **didn't** look for **you**.
NEG **-n-**look.for.I **you,SG**

Nafasu lu. I held **them** back.
n-hold.back.I **them**

Là nafasu kul. I **didn't** hold **them** back.
NEG **n-**hold.back.I **them**

4.2.2.4 Emphasized experiencer, actor or object

An added emphasis is given to an actor, an experiencer or an object by reiterating it at the end of the sentence with a pronoun from the *dou* set. Oftentimes the emphasis particle *se* occurs immediately preceding the pronoun.

(1) With an experiencer focus verb

Tódô btang se kun. He just fell **as for him**.
just-**Ø Ø-**fall **EMPH him**

Nungel le se kul. **They** are foolish **as for them**.
n-foolish they **EMPH as.for.them**

(2) With an actor focus verb

*Mkene soging **dou**.* — **I'm** eating a banana **as for me**.
m-food.I banana **me**

(3) With an object focus verb

*Là kô **henyu** le **du** **se** **kul**.* — **They** certainly did not put it away **as for them**.
NEG certain **-en**-good they it **EMPH them**

*Là kô **tulónu** **du** **dou**.* — I certainly did not tell it **as for me**.
NEG certain **Ø**-tell.I it **as.for.me**

4.2.2.5 Contrasted possessive

The pronoun from the *dou* set always occurs before the noun it possesses, whether it is a regular noun or a derived noun. In this position it implies a negated contrast with another individual for clarification. 'mine (not his)':

*Gel hinum ye kem **dø** onulc.* — Always give **my** chickens water to drink.
always h-give.a.drink you,PL PL **my** chicken

*Deng hnagiu **kul** kmò.* — I have already studied **their** doings.
PT h-study.I **their** k-to.do

4.3 Display of pronoun functions

Figure 2 shows the different functions of the four sets of pronouns in Tboli as described in this section:

	Pronoun set	Function	Position	Verb affix
Focused sets	*-e*	actor	following verb	*me-*
		experiencer	following verb	*me-*, *ne-*, Ø
	ou	actor	before verb	*me-*
		experiencer	before verb	*me-*, *ne-*, Ø
		object	before verb, or following goal*	*ne-*, Ø
		goal	before verb, or following actor	*ne-*
Non-focused sets	*-u*	actor	following verb	*ne-*, Ø
		goal (with *bélê*)	following actor	*me-*, *ne-*, Ø
		possessive	following noun	
	dou	emphasis: actor experiencer object	end of sentence	 *me-* *me-*, *ne-*, Ø *ne-*, Ø
		object object	following goal* following actor	*me-* *ne-*, Ø
		goal	following actor	*me-*, *ne-*, Ø
		possessive (emphatic)	before noun	

Figure 2. Functions of personal pronouns

*If the goal does not occur in the sentence, the object follows the actor.

5. Noun substitutes: demonstrative pronouns

There are three sets of demonstrative pronouns in Tboli, the *ni* set, the *nim* set and the *dini* set. Each set has four demonstratives which indicate relative distance of the items spoken about to the participants in a conversation. The distance may be in terms of space, time or thought.

(1) The *ni* set

ni	'this'	*tu*	'that (far)'
yó	'that (near)'	*yu*	'that (very far)'

(2) The *nim* set

nim/ni kem	'this/these'	*tum/tu kem*	'that/those (far)'
yem/yó kem	'that/those (near)'	*yum/yu kem*	'that/those (very far)'

(3) The *dini* set

dini	'here'	*ditu*	'there (far)'
dyó	'there (near)'	*dyu*	'there (very far)'

'This' is close to the speaker, usually closer than to the hearer. 'That (near)' is a short distance from the speaker, often nearer to the hearer. 'That (far)' is far from both the speaker and hearer. 'That (very far)' is even farther from both of them.

A demonstrative plus a noun forms a noun phrase that functions to specify or single out a certain person, thing, place or time already referred to, or it may substitute for it (see sec. 6.2.4).

5.1 The *ni* set

The *ni* set of demonstrative pronouns functions as a substitute for a specific participant which is in focus in a sentence. It may also substitute for location or time.

5.1.1 As a substitute for a focused participant in a sentence

As can be seen in the examples that follow, the demonstrative refers to something already mentioned in the immediate situation, something already known to both the speaker and the hearer.

(1) Object

Yó nitem kut.
that n-bring.you,SG us,DU(polite)

That is what you can bring for us.

Ke yó nmoen, hensalà le.
if **that** n-do.he h-en-sin they

If **that** is what he does, they will fine him.

Deng dsù Mà du yó koni.
PT Ø-offer Father it **that** just.now

Father offered **that** (to the spirits) just now.

(2) Comment of nonverbal clause

Ni ngaen.
this child.her

This is her child.

Yó desen, nolos.
that sickness.its n-to.wither

What its sickness is, it is withered.

Ni se kul bulung bitil.
this EMPH their medicine hungry

This indeed is their medicine for hunger.

5.1.2 As a substitute for a location

When used as a substitute for a location, the *ni* set usually occurs with the preposition *bè* functioning as a location marker, but it can occur without it.

(1) With *bè*

Deng kmoen se silà dnadu bè tu?
PT k-do.it EMPH corn -n-plow LOC **there**

How is the corn **there** in the plowed field doing?

Mahil miwól libun bè yó.
easy m-to.court girl LOC **that**

It is easy to court a girl **there**.

(2) Without *bè*

Ne yó angat gunuhu tniba kdeng.
And **that** FT place.my -m-ricefield later

And **that** is where I will make a ricefield later.

Tu tonoken.
there land.his

There is his land.

5.1.3 As a substitute for a time word

When substituting for a certain time, a *ni* set demonstrative may be used alone, with the preposition *bè*, or with a specific time word.

(1) Used alone

*Deng mukas sotu fedyan le **ni** ne.*
PT more.than one market they **this** now

They are already more than one week now **at this time**.

*Omin le **yó** mbut kemlo du.*
and.then they **that** m-begin -em-weeding.tool it

And then at **that time**, they began to weed it.

(2) Used with *bè*

*Ne ke mnóng kdaw **bè** **yó**, ominen mtem du.*
and if m-ray sun LOC **that** then.he m-burn it

And if the sun shines **at that time**, then he burns it.

(3) Used with a time word

*Bude mógów ebè Afus **kemdaw ni** kedeng.*
again.I m-go DIR,LOC Afus **-em-day this** later

I'm going to Afus again later **today**.

*Ne eles tnógó **ni** ke **kifu.***
and in.advance -n-cook **this** when **night**

And cook it **tonight** ahead of time.

Although time is not one of the focused participants signalled by an affix on the verb, it may occur before the verb if it is necessary to contrast it with some other time for clarification:

Akad huli tu bude mógów.
Sunday after there again.I m-go

Sunday after next I'm going again.

Kifu ni kedeng kógów le.
tonight this later k-go their

Later **tonight** they will be going.

5.1.4 Used with a noun for specificity

To be even more specific about a certain time or place or a certain participant, a *ni* set demonstrative may occur both preceding and following the noun:

*Okóm **ni** **kemdaw ni** eginu, kemlo*
but **this** **-em-day this** DIR,early -em-weeding.tool
me bè tniba.
we,EX LOC -n-ricefield

But earlier **today** we weeded in the ricefield.

*Ni **kmoen ni**, sotuhu fen tebel bè gunù.*
this k-do.it **this** one.I ID ß-left.behind LOC house

At this time I am the only one left in the house.

*Són **ni** **kifu ni**, là tnawe.*
only **this** **night this** NEG ß-cold.I

It is only **this night** that I'm not cold.

Tedu angat kmoen ***ni knagiu*** *ni?*
what FT k-do.its **this k-study.my this**
What will I do about **this my studying?**

Nmò le mambang ***ni ubi*** *ni.*
n-make they bread **this sweet.potato this**
They are going to make bread from **these sweet potatoes.**

Són ktonu du tu ***ngau*** *tu,*
last k-see.I him **that child.mine that**
nbuten htabag ne.
n-begin.he h-leave.home now
My last time to see **that child of mine,** he was already leaving home (straying).

Tek sotu bélê le gewà ***yó kem tau***
only one PREP them g-escape **that** PL **that**
yó *koni*
person just.now
Only one of those people just now (talked about) escaped.

Hlò kem kóm ngà ***yó kem yó.***
all PL your,SG child **that** PL **that**
All **those** are your children.

5.2 The *nim* set

The *nim* set of demonstratives is a very hard worked set of demonstratives. Its function is to refer back to a participant that has already been spoken of in the immediate situation, a participant already known to both speaker and hearer. It occurs with both focused and nonfocused participants, so there is hardly a sentence where a demonstrative from this set is not used.

This set has both a singular and a plural form. When the focused participant is singular, the *nim* form is used, e.g. *nim ngà* 'this child'. When it is plural, the demonstrative occurs with the plural marker *kem*, e.g. *ni kem ngà* 'these children'.

5.2.1 The *nim* set used with focused participants

The *nim* set of demonstratives is used to specify a certain person, place or thing functioning as the focused participant of a sentence. It may be a focused actor, goal, object or instrument. It also occurs with the topic of a nonverbal clause.

(1) Actor

ne mudél ***nim Mà Bong,*** *monen*
And m-word **this Father Big** said.he
'and **Big Father** (already mentioned) spoke, he said'

okóm kul ***ni kem iwas,*** *gel mon le*
But them **this** PL **monkey** always said they
'but as for them **the monkeys** (already mentioned), they always said'

Móyô le nù lem bulul ***yó kem Tboli.***
m-like they Ø-to.be in mountain **that** PL **Tboli**
Tboli like to live in the mountains.

(2) Object

Deng densù Mà yem blétê bong
PT -en-offer Father **that balete big**
debwak.
nearby.lower.area

Father gave an offering (to the spirits) for **the big balete (tree) right below** (us).

Tngónem ne kô yem deng kyehenu?
Ø-know.you,SG now QU **that** PT **k-spouse.my**

Did you know **about my marriage**?

(3) Goal

Deng henbuk Yê bulung yem ngà
PT h-en-smoke Mother medicine **that child**
wen desen.
there.is sickness.his

Mother caused the medicine to smoke (toward) **the child who is sick.**

(4) Instrument

Bulungu kóm yem bulung henyuhu.
Ø-medicine.I you,SG **that medicine -en-good.I**

I will medicine you with **that medicine I saved.**

(5) Topic in nonverbal clause

Tey denlag yem lem tuduk.
INT -en-forest **that in distant.mountain**

That distant mountain is very heavily forested.

Deng béhéng yem gunù leged.
PT Ø-lean **that house higher.level**

That house above (us) is already leaning.

Móyónen ne yem ktem le.
almost.it now **that k-burn their**

It is almost time now (for) **their burning**/for them to burn (their field).

Tey sidek boohen yem inget kudà.
INT bad odor.its **that perspiration horse**

The perspiration of a horse smells bad.

But when the speaker and the hearer are in a familiar situation, the demonstratives are seldom used with the focused participants. They are considered unnecessary for understanding.

5.2.2 The *nim* set used with nonfocused participants

The *nim* set of demonstratives is also used with nouns functioning as nonfocused participants, whether they are actor, object, goal, location or time.

(1) Unfocused actor

Benosen kuluhen tum sowu.
-en-hide head.its **that boa.constrictor**

The boa constrictor hid its head.

(2) Unfocused object

Lu bemli du yem kuleng bong.
they -em-buy it **the cooking.pot big**

They were the ones to buy **the large cooking pot.**

(3) Location

sok le kól bè yem gunù
if/when they Ø-arrive LOC **that house**

'when they arrive **at that house** (already mentioned)'

Kól me bè yem benwu mon le Sarangani.
Ø-arrive we,EX LOC **that country** say they Sarangani

We arrived **at the country** they call Sarangani.

(4) Time

Ni se nmò me bè nim bekasyón ni.
this EMPH n-do we,EX LOC **this vacation this**

This is what we did **during this vacation.**

Bè yem halay yo, là deng me mnagì he.
LOC **that year** that NEG PT we,EX m-study yet

That was **the year** we hadn't started studying yet.

Examples have also been found of the demonstrative occurring before the location marker:

Là mayuken yem bè le Mà Kusin yó.
NEG m-far.it **that** LOC they Father Kusin that

It's not far to **that (place)** of the Father of *Kusin* (and his family).

Nuket le sila yem bè tehe gunun mdef
n-pick they corn **that** LOC former place.its **m-land**
ówóng.
airplane

They picked corn in **that place** where the **plane used to land.**

Dnadu me yem bè tehe gunù Gendulot.
-n-plow we,EX **that** LOC formerly house Gendulot

We plowed **that area** where *Gendulot's* house used to be.

5.2.2.1 Used in 'of' phrases/genitive phrases

A genitive phrase in English is when two nouns are linked with an 'of' as in the phrase 'field of corn'. But in Tboli there is no such link between the two nouns that form a genitive phrase. These phrases may indicate kinship, possession, or a part-whole relationship.

(1) Kinship

ngà	*Ting*		'child of *Ting*'
child	Ting		
yehen	*Mà*	*Dina*	'wife of the Father of *Dina*'
spouse	Father	*Dina*	

(2) Possession

gunù	*Mà*	'house of (my) Father'
house	Father	
suk	*Témê*	'knife of (my) Grandfather'
knife	Grandfather	

(3) Part-whole

but	*koyu*	'foot of the tree'
beginning	tree	
kulu	*él*	'head of the river'
head	river	

But in situations that are less familiar, where there is a need to be more specific to be understood, demonstratives of the *nim* set are used along with the nouns in the genitive phrase:

yem mà yem libun — 'the father of the girl'
that Father that girl

yem gunù yem fun tniba — 'the house of the owner of the ricefield'
that house that owner -n-ricefield

Hensalà yem mà yem libun yem logi. — The father of the girl fines the boy.
h-en-sin that father that girl that boy

Bnasahem kem tuha yem libun. — You give gifts to the parents of the girl.
-n-give.gift.you,SG PL old that girl

5.2.2.2 Used to introduce a dependent clause functioning as time

yem deng kgefeten bè gunù le — 'when he reached their house'
that PT k-reach.his LOC house their

yem hanà kegenen du datù ekni — 'when he was still the leader in the past'
that still k-length.of.time.his it leader DIR,k-this

yem igò le tolo mken — 'while they were still eating'
that while they still m-food

5.2.3 The *nim* set used to indicate known information

Once a participant has been introduced, there is a special form of the demonstrative used when the participant is referred to again as known information: *nim...ni* 'this one...this'. This form indicating known information is used with focused participants, with location and with time. It is used to keep the elements in the story all properly linked together. An example of this can be seen in the following sentences taken from a story:

Deng bulón móyón ktiba, gel tenngel le — When it is almost time to make a ricefield, they always look at the stars.
PT month almost k-ricefield always -en-look.at they
blotik.
star

Nim blotik gel tenngel le ni, sundu yem blotik — These certain stars they always look at, it's not the stars we all always see at night.
this star always -en-look.at they this NEG that star
gel ton tekuy kifu.
always Ø-see we,IN night

Limu kwen le ni kem blotik tmiba ni.
five k-there.is their **this** PL **star -m-ricefield this**

There are five of them **these stars for making a ricefield.**

When the participant being referred to is visible to both the speaker and the hearer or is known to both, this combination *nim ni* 'this one' may be used as a substitute for the participant:

Nim mu nim ni, sok wen hohon le
this purpose **this this** if there.is enemy their

The purpose of **this one here**, if they have an enemy

Wen se tau là gemfu du ni kem ni.
there.is EMPH person NEG g-em-finish it **this** PL **this**

There are people who don't finish **these things.**

5.3 The *dini* set

The *dini* set of demonstrative pronouns substitutes for a certain location:

Tey tnaw dini.
INT-Ø Ø-cold **here**

It's very cold **here.**

Ne ditu gunù me tungô.
and **there** place our,EX Ø-sleep

It was **there** the place where we slept.

There is directional marker *e-* used with the *dini* set of demonstrative pronouns. It indicates a direction towards the place indicated by the demonstrative:

Mógów-i edini.
m-go.you,SG **DIR,here**

Come **here** (to me).

Hwitu edyó lukas filak.
h-send.I **DIR,there** leftover money

I'll send the leftover money **there** (to you).

This directional marker is used only with the *tu* 'far distant' of the *ni* set:

Bud me mulék etu bè Maitum.
again we,EX m-return **DIR,there** LOC Maitum

Again we returned **there** to Maitum.

5.4 Ways of being more specific with demonstratives

Tboli have two ways of adding a further element of specificity to the demonstratives: (1) by repeating the final vowel of the *ni* set and the *dini* set, and (2) by using the particles *sii* and *dii* with the *ni* set.

5.4.1 Repeating the final vowel of the demonstrative

The final vowel in either the *ni* set or the *dini* set may be repeated, making the demonstrative even more specific:

Tey hulung dmadu safi nii.
really know.how -m-plow steer **this,SP**

This here steer really knows how to plow.

Kegenem de dinii?
k-length.of.time.you,SG QU **this,SP**

How long will you be staying **here at this place**?

Snólóku dituu kedeng.
-n-ask.I **there,SP** later

I'll ask about it later **there at that place.**

5.4.2 Using *sii* and *dii* particles

The *sii* and *dii* particles are used with the *ni* set of demonstratives. Their function is to add a strong degree of specificity or exactness:

Ni sii yem filak.
this SP that money
This right here is the money.

Yó sii.
that SP
That is **exactly** right.

Ni sii kbuten.
This SP k-begin.its
This is how this one begins.

Olohem hmung do tu dii.
just.you,SG h-accompany me **that** SP
Just let **that one** right there go with me.

Yó dii nóyóu.
that SP n-want.I
That's the very one I want.

6. Noun phrases

A noun phrase is a noun plus a particle or a modifier or a combination of these. The particle is the nonfocus particle *ke* used with personal nouns, the only particle used in the Tboli focus system. The modifier may be a possessive pronoun, an adjective, a demonstrative or a verbal clause.

6.1 Personal nouns with the nonfocus particle *ke*

A noun phrase is formed whenever the nonfocus particle *ke* occurs with a personal noun. This particle signals that the personal noun is not the participant in focus in the sentence:

*Munge **ke Wè** **Ting** elem bulul.*
m-accompany.I NF **Friend** Ting DIR,in mountain
I'm going **with Friend** ***Ting*** into the mountains.

*Hwitem do **ke Alun** suk udiu.*
h-send.you,SG me NF **Alun** knife little.my
Send my little knife to me **with** ***Alun***.

*Wen se tulónu **ke Mà**.*
there.is EMPH Ø-tell.I NF **Father**
There is indeed something I'm going to tell **Father**.

*Fen mfas lefò **ke Lewadin**.*
ID m-cut.grass coconut NF **Lewadin**
As for ***Lewadin***, he is the one to cut grass under the coconuts.

6.2 Nouns with a modifier

There are several classes of modifiers that may occur with a noun to form a noun phrase. It may be another noun or pronoun functioning as a possessive or it may be an adjective, a demonstrative or a verbal clause.

6.2.1 Nouns modified by a possessive

A noun phrase is formed whenever a noun is modified by a possessive. The possessive may be either a noun or a pronoun. It may occur after the noun it modifies or before it.

There are two sets of possessive pronouns: the *-u* set (see sec. 4.2.1) which occurs after the noun and is the most frequently used, and the *dou* set (see sec. 4.2.2) which occurs before the noun. In this position, there is an implied contrast with someone or something else for clarification:

Yó kudaen.
that horse.**his**
That's his horse.

***Kun** kudà yó.*
his horse that
That horse is his (not someone else's).

If a personal name is used as a possessive following the noun, it is unmarked. But if it occurs before the noun, the nonfocus particle *ke* is used with it:

*Yó kudà **Walan.***
that horse **Walan**
That's *Walan's* horse.

***Ke Walan** yem kudà yó.*
NF **Walan** that horse that
It's *Walan* **(who owns) that horse (not someone else).**

6.2.2 Nouns modified by an adjective

A noun phrase is formed whenever a noun is modified by an adjective. Certain adjectives occur before the noun they modify, others occur after it, and still others may occur either before or after the noun they modify (see sec. 3.1.3).

6.2.2.1 Noun phrase with the adjective preceding the noun

***Ket** tau se benlay le tonok.*
each person EMPH -en-give they land
It was to each person they gave land.

*Ntuken **tehe** kimu tóbóngen ke Fining.*
n-collect he **former** property Ø-help.he NF Fining
He was collecting the former property he had used to help *Fining*.

***Són** usoken ne dù tagak.*
only rice.grain.it now left left.behind
Only the rice grains are now left behind.

6.2.2.2 Noun phrase with the adjective after the noun

*Wen kô bud dumu lan **mahil?***
there.is QU again another path **m-easy**
Is there another easy path?

*Nofok le kem koyu **lembang.***
n-chop.down they PL tree **large**
They chopped down the large trees.

6.2.2.3 Noun phrase where the same adjective may occur either before or after the noun

*Deng lomi hwitu se eginu **gna** sulatu.*
PT recent h-send.I EMPH DIR,early **first** letter.my
I recently sent my first letter.

tehe benwu ***gnahen*** *kun*
former country **before.it** it.is.said
'it is said (that) in the **former country** from before/in the past'

Wen kô bud ***dumu*** *lan mahil?*
there.is QU again **another** path m-easy
Is there **another** path that's easy?

Nauyen yem tau ***dumuhen*** *nbok le bè*
n-visit.he that person **companion.his** n-open they LOC
Dadiangas.
Dadiangas
He visited that person **who was his relative** whom they had operated on in Dadiangas.

6.2.2.4 Number of adjectives in a sequence

Usually only one adjective occurs following a noun (see sec. 3.1.4). Two may occur, but this is not common:

Wen bew ***logi kemgis.***
there.is carabao **male -em-strong**
There is a **strong, male** carabao.

A more natural combination is to have one adjective from the class of adjectives that occurs before the noun used to modify a noun phrase:

Wen bud ***dumu*** *lan mahil.*
there.is again **another** path m-easy
There is **another** path that is easier.

Wen ***tehe*** *tutul gnahen kun.*
there.is **former** story before.it him
According to him, there is a **former** story from the past.

Deng smakad silau bè ***tehe*** *simbahan gna.*
PT -m-tassel corn.my LOC **former** church before
My corn is already tasseled (that was planted where) the **former** church stood in the past.

6.2.3 Nouns modified by a plural marker

A noun phrase is formed whenever a noun occurs with a plural marker. There are two plural markers in Tboli, *kem* (see sec. 2.1.1) used with common nouns, and *le* (see sec. 2.1.2) used with personal names.

6.2.3.1 *Kem* used with common nouns

Ton me ***kem kafal*** *bè kilil mohin.*
Ø-see we, EX **PL** **ship** LOC edge ocean
We saw the **ships** at the edge of the ocean.

Nogot me ***kem kahun*** *me.*
n-hold.on.to we,EX **PL** **box** our, EX
We held on to our **boxes.**

Kem kuleng *le, gou nwit le.*
PL **cooking.pot** their all n-bring they
Their **cooking pots**, they brought them all along with them.

Tô nékét le o ***kem kudà.***
about.to n-bite they me **PL** **horse**
The **horses** were about to bite me.

6.2.3.2 *Le* used with personal names

Kól me bè le Témê Kóg.
Ø-arrive we,EX LOC **they Grandfather Kóg**

We arrived at (the place of) Grandfather *Kóg* and his household.

Mógów le etu bè le Bé.
m-go they DIR,there LOC **they Grandmother**

They went there to (the place of) Grandmother and her household.

Deng kmocn se tniba le Mà ne
FT k-do.it EMPH -n-ricefield **they Father and**

Bé?
Grandmother

How is the ricefield of Father and Grandmother?

Often this noun phrase with the plural marker *le* occurs following the nonfocused pronoun *kul* 'them' functioning as goal in order to identify who it is the pronoun refers to:

Ne munge kul le Wè Walan.
and m-accompany.I **them they Friend Walan**

And I accompanied Friend *Walan* and the others.

Ne na me na stulón kul le Mà yem kifu.
and first we,EX first s-tell **them they Father** that night

And first we talked with Father and his household that night.

Mò kul le Témê Ukol se?
Ø-do **them they Grandfather Short** EMPH

How is Short Grandfather and his household doing?

Another variation of this noun phrase is when specific numbers of people involved are indicated, and when the speaker includes himself by using the pronoun *me* 'we,EX':

Tey sidek kbitil me lewu me Alun.
INT bad k-hungry **our,EX two us,EX Alun**

***Alun* and I** were very hungry.

Mógów le elem Buling lewu le tuha login.
m-go they DIR,in Buling **two them old male.her**

She and her husband went to (the area of) Buling.

Kcmlo me bè tniba Lewadin tlu
-cm-weeding.tool we,EX LOC -n-ricefield Lewadin **three**

me Lewadin yehenen.
us,EX Lewadin wife.his

***Lewadin*, his wife and I** weeded in his ricefield.

6.2.4 Nouns modified by a demonstrative

6.2.4.1 With a *ni* set demonstrative

A noun phrase is formed when a noun occurs with a demonstrative from the *ni* set (see sec. 5.1). This demonstrative usually occurs following the noun, but it may also occur preceding it:

(1) Following the noun

Mdóhe bè benwu ni dou.
m-leave.I LOC **country this** me

I'm leaving **this country** as for me.

Angat metlasik ngà kudà ni.
FT me-quick **child horse this**

This little colt is going to be a fast (runner).

Hensideken ktauhu ***tau*** ***tu.***
hen-bad.he k-person.my **person that**

That person disgraced me.

Ken te ne ***ken yó*** *koni.*
Ø-food we,DU now **food that** just.now

Let's you and I eat **that food** now that we just got.

(2) Preceding the noun

Là hbayaden du kóm ***tum kimu.***
NEG h-pay.he it you,SG **that possessions**

He won't make you pay for **that property.**

Móyón teflok ne ***ni udélu*** *ebéléem.*
almost stop now **this word.my** DIR,PREP,you,SG

These words of mine to you are about to stop.

Ne ***yó bok*** *gunuhu temngón du yem mò*
and **that book** place.I -em-know it that PREP

ktahuhen.
k-true.its

And it was from **that book** I learned the truth.

(3) Both preceding and following the noun for specificity

Nmò le mambang ***ni ubi*** ***ni.***
n-make they bread **this sweet.potato this**

They will make bread from **this sweet potato here.**

Ni kemdaw ni *eginu, kemlo* *me.*
this -em-day this DIR,early -em-weeding.tool we,EX

Earlier **today** we weeded.

Okóm laen dù kimuhen ***yó kyónen*** *yó.*
but NEG,it left property.his **that k-sit.his that**

But **when he was sitting there,** he had no property left.

Són ktonu du ***tu ngau tu,*** *nbuten*
only k-see.my him **that child.my there** n-begin.he

htabag ***ne.***
h-leave.home now

When I last saw **that child of mine,** he was already beginning to leave home/stray.

This *ni* set of demonstratives also occurs with the plural marker *kem*, i.e., *ni kem* 'these'. It occurs with or without a *ni* set demonstrative following the noun:

Gel tbó ***doun le ni kem koyu ni.***
always Ø-drop.off leaf their **this PL tree this**

The leaves of **these trees** always drop off.

Du gna mung ***bè yó kem dumu tau.***
he first m-accompany LOC **that PL other person**

He was the first to accompany **those other people.**

Yake tódô blay le ***bè tu kem dumu tau.***
good.if just Ø-give they LOC **that PL other person**

Good if they would just give it to **those other people.**

6.2.4.2 Nouns with a *nim* set demonstrative

When it is necessary to refer back specifically to something already introduced in the immediate context, a demonstrative from the *nim* set is always used preceding the noun, with the equivalent demonstrative from the *ni* set following the noun, i.e., *nim...ni*:

Tungô me bélê le yem kifu yó.
ß-sleep we,EX PREP them **that night that**

We slept with them **that night** (already mentioned).

Denge hulung mogot du nim snafang ni.
PT,I ß-know.how m-hold it **this gun this**

I know how to hold/shoot **this gun** (already mentioned).

Wen élen tum tifas tu, ne tey
there.is water.its **that wild.palm there** and INT

mi.
sweet

That wild palm tree (already mentioned) has a liquid, and it's very sweet.

6.2.5 Nouns modified by a verbal clause

A noun phrase modified by a verbal clause forms another type of noun phrase (indicated in bold print). The verbal clause (underlined in the examples) is a complete statement in itself, with a verb and an actor with or without other participants such as goal, object, location, etc. (Verbal clauses will be considered in sec. 8.) .

Tonu yó kem doloy masà kilil lan.
ß-see.I **that** PL **wild.fruit** m-lie **edge path**

I saw **the wild fruit** lying by the edge of the path.

Wen bew Ting kemgis mò nmò.
there.is **carabao Ting** -em-strong ß-do n-do

There is ***Ting's*** **carabao** who is strong to work.

Tey dê dumu libun móyô mnagì.
INT many **other female** m-like m-study

There are **many other women** who would like to study.

Ne gehedemu yem kudà bukay demyol afus.
and ge-think.I **that horse white** -em-drag **bamboo**

And I remembered **that white horse** that dragged the bamboo.

Kól me bè yem gunù tulón yem tau yó
ß-arrive we,EX LOC **that house** ß-tell **that person there**

koni.
just.now

We arrived at **the house** the man had told us about earlier.

Ni yem ówóng tehe tulónem bè sulatem.
this **that boat former** ß-tell.you,SG LOC **letter.your**

This is **the boat** you had told us about in your letter.

Ntuken yem kimu tóbóngen ke Fining.
n-collect.he **that possessions** ß-help.he NF **Fining**

He was collecting **the property** he had used to help *Fining*.

Hnénégu yem silà hulu me.
-n-look.at.I **that corn** h-plant we,EX

I looked at **the corn** that we had planted.

Nauyen yem tau dumuhen nbok le bè
n-visit.he **that person companion.his n-open they** LOC
Dadiangas.
Dadiangas

He visited that person who was his relative whom they operated on in Dadiangas.

7. Nonverbal sentences

Sentences in Tboli may be divided into two types: nonverbal, i.e., those sentences that do not use a regular verb, and verbal, i.e., those sentences that use a regular verb plus participants such as actor, object, goal, etc. Since the nonverbal are easier to learn than the verbal, these will be considered first.

All nonverbal sentences consist of two parts: there is the topic, which is the person or thing being spoken about, and there is the comment, the information given about the topic. The comment is usually new information and occurs first in the sentence.

There are five types of nonverbal sentences in Tboli: existential, descriptive, equational, possession and location.

7.1 Existential

There are words called existentials which indicate the existence or nonexistence of items. In Tboli the existential word is *wen* 'there is/there exists'. This is considered to be the comment about the topic being spoken about. The topic may be either a noun phrase or a verbal clause. In the examples below, comment and topic will be separated by a ¦.

(1) Existential with a noun

Wen ¦ desu.
there.is sickness.my

lit., **There is** my sickness.
nat., **I'm sick.**

Yakem wen ¦ dumuhu.
good.if,? **there.is** companion.my

lit., Good if **there was** my companion (but there isn't).
nat., Good if I **had** a companion (but I don't).

(2) Existential with a noun phrase

Wen ¦ des yem ngà udì le.
there.is sickness that child little their

lit., **There is** the sickness of their youngest child.
nat., Their youngest child is sick.

Wen ¦ yem slungan.
there.is that wooden.trunk

lit., **There is** that wooden trunk.
nat., The wooden trunk is **there.**

(3) Existential with a verbal clause

Wen ¦ kem tau nù du.
there.is PL person Ø-to.be it

There are people living in it.

Wen ¦ kem bayad nbóen he.
there.is PL payment n-carry.he yet

There are debts he is still carrying.

Wen ¦ Dwata tmóbóng du.
there.is God -m-help her

There is God who will help her.

Wen ¦ ***hnebelen.***	**There is** something he is looking for.
there.is h-n-look.for.he	
Wen ¦ ***bulung nmò le.***	**There is** a medicine they have made.
there.is medicine n-do they	
Wen ¦ ***blówón blayen yem ngà.***	**There is** a gong he gave to the child.
there.is gong Ø-give.he that child	
Wen ¦ ***onuken deng mngà.***	**There is** his chicken that has already laid eggs.
there.is chicken.his PT m-child	

7.1.1 Negated with *là*

The existential is negated with *là*. The negative with the existential means 'there is no':

Là wen ¦ ***lefò bentù me.***	**There were no** coconuts that we broke open.
NEG **there.is** coconut -en-break.open we,EX	
Là wen ¦ ***sulat gu bélê ye.***	**There has been no** letter from you.
NEG **there.is** letter from PREP you,PL	
Là wen ¦ ***hmò Mà do.***	**There is nothing** Father has had me do.
NEG **there.is** h-do Father me	

When the negative *laen dù* 'there is no/none' is used with the existential, it has the meaning that there is nothing left at all:

Laen dù ¦ ***halay le.***	lit., **There is none left** of their unhulled rice.
NEG,**it left** unhulled.rice their	nat., They **have no** unhulled rice **left**.
Laen dù ¦ ***desen yem ngà udì le.***	lit., **There is no** sickness of their youngest child.
NEG,**it left** sickness.his that child little their	nat., Their youngest child **isn't** sick.
Laen dù ¦ ***dumuhu stulón.***	lit., **There is no** companion of mine to talk with.
NEG,**it left** companion.my s-tell	nat., **I have no** companion to talk with.

Whenever the pronoun *-en* 'he/she/it' is used with *wen*, it always means 'it', and the existential has the meaning of 'not many/not much':

Là wen ¦ ***-en.***	**There isn't much** of it.
NEG **there.is** it	
Là holen wen ¦ ***ken le.***	They **do not have much** food.
NEG INT,it **there.is** food theirs	
Là holen wen ¦ ***tau htiba le.***	They **are not having many** people (help them) make a ricefield.
NEG INT,it **there.is** person h-ricefield they	

7.1.2 Optional constituents

There are two other participants that may occur with a nonverbal existential: location and time.

(1) With location

Location may be indicated with either the *bè* location marker or a location word. Location always occurs at the end of the sentence:

Wen	*dnalang tekuy* ***bè*** *yem Udél Dwata.*	There is that which we learn **from the Word of God**.
there.is	-n-learn we,IN LOC **that Word God**	
Wen	*sidek du* ***bè*** *yem ilô kdawu.*	There is something wrong **with my watch**.
there.is	bad it LOC **that sign sun.my**	
Wen	*desen* ***bè*** *kinì.*	There is his sickness **from the heat**.
there.is	sickness.his LOC **hot**	
Wen	*fol nù talaken.*	There is a storehouse **in the middle** (of the field).
there.is	storehouse Ø-to.be **middle.its**	
Wen	*dumu kudà moni.*	There is another horse **nearby**.
there.is	companion horse **nearby**	

There is also a location phrase marked by the word *gunù* 'place'. But it functions in a much broader sense than is seen in the examples above. It always occurs with the *-u* set of pronouns functioning as a possessive. The word final glottal stop is dropped when a singular pronoun is attached to the word:

Wen	***gunum*** *lala.*	You are **being** disturbed.
there.is	**place.your** Ø-disturb	
Wen	***gunuhu*** *élél.*	There is **a place** where I'm lacking.
there.is	**place.my** Ø-lack	
Wen	***gunù le*** *segled.*	There is **something** they are both claiming/quarreling over.
there.is	**place their** se-claim	

(2) With time

Time may be either a time word or a word giving a measure of time. If location and time both occur in a sentence, time follows location. The modifier *dô* 'approximately/about' often occurs with it:

Wen	*dô* ***hanà sóól mneged kdaw.***	It is still about **9** A.M.
there.is	about still **halfway m-climb.a.hill sun**	
Wen	*dô* ***sbulón*** *he kun.*	There is about **one month** yet according to him.
there.is	about **one.month** yet him	
Wen	*dô* ***mukas limu folò halayen.***	He is probably more than **fifty years old**.
there.is	about more.than **five ten year.his**	

Wen ¦ *tau gemtì sdô bè ni eginu.* — There was a person who shot a pig here earlier.
there.is person -em-shoot pig LOC here DIR,early

7.2 Descriptive

In a nonverbal descriptive sentence, the comment describes the person or thing being talked about, i.e., the topic. The comment is either an adjective (see sec. 3.1) or a stative verb (see sec. 8.1). The topic may be a noun, a noun substitute or a noun phrase.

(1) Noun as the topic

If a noun is used as the topic, it may be either a regular noun or a derived one:

Alì miteg ¦ ***Bé.*** — **Grandmother** is very tired.
INT m-tired **Grandmother**

Tey mnóng ¦ ***kdaw ni.*** — The **sun** is very bright now.
INT m-shine **sun** now

Alì gedlug ¦ ***yem kebli kem ngà.*** — **What the children bought** was too much.
INT more.than.enough **that ke-buy** PL **child**

Tey hyu ¦ ***kbunguhen.*** — **It's fruiting** was very good.
INT good **k-fruit.its**

(2) Noun substitute as the topic

If a noun substitute is used as the topic, it is either from the focused *-e* set of personal pronouns or from the *ni* set of demonstratives.

Mabu ¦ *-e.* — **I'm** fat.
m-fat **I**

Hiigal ¦ *-i.* — **You** are happy.
Ø-happy **you,SG**

Hyu ¦ *yó.* — **That** is good.
Ø-good **that**

Alì tahà ¦ ***nim ni.*** — **This one** is very long.
INT Ø-long **this this**

(3) Noun phrase as the topic

Tehe tey dê ¦ ***dumu nmò me.*** — Formerly we had so many **other kinds of work**.
former INT many **companion work our,EX**

Mahil ¦ ***yem kógów me.*** — **Our going/trip** was easy.
m-easy **that k-go our,EX**

Deng gotu mékéng ne ¦ ***silà le.*** — **Their corn** is all dry now.
PT Ø all m-dry now **corn their**

Lembut ¦ le Yê Udì. -em-angry PL **Mother Little**	**Little Mother and her companions** are angry.
Alì hulung hmódó ¦ kem Tboli. INT Ø-know.how -m-welcome PL **Tboli**	**Tboli** really know how to be hospitable.
Tey tnaw ¦ nim él ni. INT Ø-cold **this water this**	**This water** (already mentioned) is very cold.
Tahu ¦ yem udélen. true **that word.his**	**His words** are true.

(4) Topic-comment ordering

When the topic needs to be contrasted with another person or thing for clarification, then the topic occurs before the comment:

Bé ¦ yem alì miteg. **Grandmother** that INT m-tired	**It is Grandmother** who is really tired.
Yem bulung tnaw ¦ alì héét. **that medicine cold** INT bitter	**It is malaria medicine** that is so bitter.

If a pronoun is used as a contrasted topic, it is from the focused *ou* set:

Ou se ¦ mabù. I EMPH m-fat	**I'm** the one who is fat.
Du ¦ yem alì miteg. **she** that INT m-tired	**She** is the one that is so tired.

7.2.1 Negated with *là*

A nonverbal descriptive sentence may be negated by *là*. This sentence ordinarily takes the focused *-e* set of pronouns as actor. When the pronoun 'he/she/it' is needed as actor or experiencer, the pronoun *-en* 'he/she/it' from the nonfocused *-u* set is used instead:

Là hyu ¦ -hen. NEG good **it**	**It's not** good.
Là ket ¦ -en. NEG complete **it**	**It's not** complete.
Là menek ¦ -en kbenwu Tboli. NEG m-settle **it** k-country Tboli	The Tboli way of living is **not** settled.
Là tahu ¦ ktiba le du he. NEG true k-ricefield their it yet	lit., Their clearing for a ricefield is **not** true yet. nat., They are **not** actually clearing for a ricefield yet.

When a modifier is used before the descriptive word or phrase, the modifier attracts the pronoun actor to itself:

Là holen ¦ hulung. **She doesn't really** know how.
NEG INT,she Ø-know.how

Là holen ¦ likò kun. **She's not really** afraid as for her.
NEG INT,she Ø-afraid her

Là holen ¦ hyu kegnómu du kemdaw ni. lit., It is **not very** good how I feel today.
NEG INT,it good k-feel.my it -em-day this nat., I'm **not** feeling **very** good today.

Là dogen ¦ tahà sulatu ebéléem. My letter to you is **not** very long.
NEG INT,it long letter.my DIR,PREP,you

7.2.2 Optional constituents

There are three optional participants that may occur with a nonverbal descriptive sentence: location, goal and time.

7.2.2.1 Location

Location may be indicated either with the *bè* location marker or a location word. A demonstrative from the *ni* set may substitute for a place:

Tey alì bong kulón ¦ nim bulón ni bè klamang There is so much rain this month **all**
INT INT big rain this month this LOC k-wide **over Cotabato (province).**

Cotabato.
Cotabato

Tódô menek ¦ lem gunù. It is just quiet **in the house.**
just m-quiet **inside house**

Mgel ¦ yem nmò me bè ni koni. It was difficult work that we did **here**
m-difficult that n-do our,EX LOC **here** just.now just now.

7.2.2.2 Goal

Goal is indicated by a pronoun from the *-u* set occurring with the preposition *bélê*. This preposition has a wide area of meaning. In English it would be expressed by to, for, with, among, from, etc.:

Tilob ¦ ktolok me bélê le. Our teaching **them** was beautiful.
beautiful k-teach our,EX **PREP them**

Alì kbeyen ¦ Seitan béléu. Satan had completely settled in **with me.**
INT k-settle.in Satan **PREP,me**

Tey hyu ¦ nawa le ebélê me. Their attitude **towards us** was very good.
INT good breath their **DIR,PREP us,EX**

7.2.2.3 Time

Time may be a time word, a word giving a measure of time or a demonstrative from the *ni* set substituting for time:

*Mahil ¦ yem kógów me **ekimel.***
m-easy that k-go we,EX **DIR,early.afternoon**

Our going was easy **early yesterday afternoon.**

*Deng tey bong ¦ ngà **nati ni kmoen ni.***
PT INT big child colt **this k-do.it this**

The little colt is already very big **at this time.**

*Tey knagì ¦ me **ebuteng.***
INT k-study our,EX **DIR,24.hour.period**

We really studied **last night.**

7.3 Equational

In a nonverbal equational sentence, the comment and the topic refer to the same thing, i.e., they 'equate' one another. Since they are in balance, a noun phrase may be used as either the topic or the comment, with or without a demonstrative from the *ni* set or the *nim* set. The *ni* set demonstrative may also occur alone:

Mà Imi ¦ boluyen.
Father Imi name.his

His name is the Father of *Imi.*

Sónen ¦ ni.
only.it this

This is all there is.

Yó ¦ bunguhen.
that fruit.its

That's its fruit.

Yó se ¦ botong ktud yem bulungen.
that EMPH extent k-effective that medicine.his

That is the extent of the effectiveness of his medicine.

Són gel kumù me ¦ yem sakù halay.
only always blanket our,EX that sack rice

Our blanket was always only a rice sack.

Són udél ¦ nuhul.
only word their whistle

Their only words are whistles.

Boluy nim nmoen ni ¦ bulung bolos.
name this n-work.his this medicine fox

The name of what he is doing is medicine for the fox.

Yem dou nit ¦ yem sowu.
that my n-bring that python

What I brought was the python.

Ne yó des yem tau, ¦ bokong.
and that sickness that person deaf

And the sickness of the person is deafness.

(1) Time as comment

A time word may occur as comment along with a derived noun functioning as topic:

Ekimel ¦ *kkólen.*	His arrival was **early yesterday afternoon.**
DIR,**early.afternoon** k-arrive.his	
Legen udì ¦ *yem tendo kni Mà.*	Father's continual praying went on for **quite a long time.**
long.time little that continue k-pray Father	
Kifu ¦ *kebeng le.*	It was **at night** their burying him.
night k-bury their	

7.3.1 Topic-comment ordering

If it is necessary to contrast the noun used as topic with another noun for clarification, the topic would then occur before the comment:

Yem tuha libun yó, ¦ *Yê Genew.*	**That old woman** is the Mother of *Genew.*
that old woman that Mother Genew	
Ou ¦ *gna tau.*	**I am** the first person.
I first person	
Du se ¦ *yem ngà ali bong tóbóngem du.*	**She** is the child you helped a great deal.
she EMPH that child INT big Ø-help.you,SG her	

7.3.2 Negated with *sundu/sindu*

The nonverbal equational sentence may be negated by *sundu/sindu* 'it's not'. The pronoun *du* 'it' always occurs along with *sundu* following whatever is being negated:

Sundu Mà Imi du ¦ *boluyen.*	His name is **not** Father of *Imi.*
NEG Father Imi it name.his	
Sundu Yê Genew du ¦ *yem tuha libun yó.*	That old woman is **not** Mother of *Genew.*
NEG Mother Genew it that old woman that	
Sundu yó du ¦ *bunguhen.*	That is **not** its fruit.
NEG that it fruit.its	
Sundu sowu du ¦ *yem dou nit.*	It was **not** the python that I brought.
NEG python it that my n-bring	
Sundu bulung bolos du ¦ *yem nmoen yó.*	It is **not** medicine for a fox that he is making there.
NEG medicine fox it that n-do.he there	

7.4 Possession

In the nonverbal sentences indicating possession, the comment is the possessor and the topic is the possessed item. The comment may be either a noun or a pronoun. If the comment is a noun, it is marked by the nonfocus particle *ke*. If it is a pronoun, it is a nonfocused pronoun from the *dou* set functioning as a possessive.

The topic may be either a noun phrase or a demonstrative from the *ni* set substituting for it:

Ke Ting ¦ *sewel yó.*	Those trousers **belong to** *Ting*.
NF Ting trousers that	
Ke Abing ¦ *funen ke wen soging huluhen.*	***Abing*** is the owner if there are bananas he plants.
NF **Abing** owner if there.is bananas Ø-plant.he	
Kun ¦ *yem kumù Tboli yó.*	It's **his** that Tboli blanket there.
his that blanket Tboli that	
Dou ¦ *ni.*	This is **mine**.
mine this	

There is a preposition *mò* 'for' which functions as indicating purpose. It may occur before the noun or pronoun used as possessor to indicate potential ownership:

Mò ke Ting ¦ *sewel yó.*	Those trousers are **for** *Ting*.
PREP NF **Ting** trousers that	
Mò yem ngà wen desen ¦ *nim bulung*	This medicine (already mentioned) is **for the child who is sick**.
PREP **that child there.is sickness.her** this medicine	
ni.	
this	
Mò kom ¦ *yem lieg yó.*	That necklace (already mentioned) is **for you**.
PREP **you,SG** that necklace that	

7.4.1 Topic-comment ordering

If it is necessary to contrast the noun used as topic with another noun for clarification, the topic may occur before the comment:

Yem bew logi ¦ *mò ke Kasi.*	**It's the male carabao** that is for *Kasi*.
that carabao male PREP NF Kasi	
Yem lieg ni ¦ *ke Yè Bong.*	**This is the necklace** for Big Mother.
that necklace this NF Mother Big	
Tey sidek kkowen ¦ *ke Umék kun.*	**It is a very bad cough** that *Umek* has as for her.
INT **bad k-cough.her** NF Umek her	
Són yem ¦ *ke Alun klot.*	**It is only the one** for *Alun* that is tight.
only that NF Alun tight	

7.4.2 Negated with *là*

A nonverbal sentence indicating possession may be negated by *là*. The negative requires that the pronoun *du* 'he/she/it' occurs after the possessor:

Là ke Ting du ¦ *yem sewel yó.*	That pair of trousers (already mentioned) **is not for** *Ting*.
NEG NF **Ting it** that trousers that	

Là dou du ¦ nim lieg ni.
NEG **mine it** this necklace this

This necklace (already mentioned) is not mine.

Là ke Kasi du ¦ yem bew logi.
NEG NF **Kasi it** that carabao male

That male carabao is not for *Kasi*.

7.5 Location

In a nonverbal sentence indicating location, the comment is either the place of the action or the person/place toward which the action is directed. It may be the specific name of a person or place occurring with the location particle *bè*, a noun phrase with or without one of the location words (see sec. 10.2.2) or a noun substitute.

The topic is always marked by the word *gunù* 'place'. Only two classes of verbs are used following *gunù*: a stative verb signalling an EFS (see sec. 8.1) or a verb with the *me-* affix signalling actor focus (see sec. 8.2).

The word *gunù* 'place' always occurs with a possessive, either a noun or a pronoun. It can also occur with a pronoun from the *-u* set. If the singular pronoun is used, the word final glottal is dropped since the pronoun is attached to the word.

(1) Noun as location

Bè Ting ¦ gunuhen mit du.
LOC **Ting place.his** m-bring it

He brought it **to *Ting*.**

Bè Bongu ¦ gunù le ston ekimel.
LOC **Bongu place their** s-see DIR,early.afternoon

It was at Bongu where they saw each other early yesterday afternoon.

(2) Noun phrase as location

Bè gunù Mà ¦ gunù Kasi mton ke Gadu.
LOC **house Father place Kasi** m-saw NF Gadu

It was at Father's house where *Kasi* saw *Gadu*.

Lem kahun ¦ gunuhen nù.
inside box place.its Ø-to.be

It's inside the box.

Ta ofi ¦ sotu gunù le tnéwéng du.
above fire one **place their** -m-hang it

One place they hang it is **above the fire.**

Tey dê tindà ¦ gunun emit do.
INT **many store place.his** DIR,m-bring me

He brought me to **very many stores.**

Tlu benwu ¦ gunun emógów sok wen
three country place.his DIR,m-go when there.is

matay bè Tboli.
m-die LOC Tboli

There are three countries where a Tboli may go when he dies.

(3) Personal pronoun as a substitute for location

If a personal pronoun substitutes for the person functioning as location, either a pronoun from the nonfocused *-u* set occurs with the preposition *bélê* or a pronoun from the focused *ou* set occurs as the comment:

Du ne ¦ gunuhu mni.	**He's** now **the one** to whom I pray.
he now place.my m-ask	
•	
Béléu ¦ gunuhen emeted du.	She delivered it **to me.**
PREP,me place.her DIR,deliver it	

(4) Demonstrative pronoun as a substitute for location

If a demonstrative pronoun substitutes for the location, a demonstrative from the *ni* set is used with or without the location marker *bè*:

Yó sotu but ¦ gunù le élél bè Tboli.	**That's one reason** why Tboli are needy.
that one beginning **place** their lack LOC Tboli	
Ni se ¦ gunù me nù.	**This** is where we live.
This EMPH **place our,EX** Ø-to.be	
Ne yó ¦ angat gunuhu tmiba kedeng.	And **there** is where I will make a ricefield later on.
and **there** FT **place.my** -m-ricefield later	
Bè yó ¦ gunù le temngón du ke	**That** is their way to know whether it will rain or whether the sun will shine.
LOC **that place** bold their -em-know it . if	
angat kmulón dun mnóng kdaw.	
FT -m-rain or m-shine sun	

7.5.1 Negated by *laen dù*

A nonverbal sentence indicating location is negated by *laen dù* 'there is no/none':

Laen dù ¦ gunù me hemwit du.	**There is no one** with whom we can send it.
NEG,it left place our,EX h-em-send it	
Laen dù ¦ gunù me mton du dini yem lan yó.	**There is no place** here where we can see that path (already mentioned).
NEG,it left place our,EX m-see it here that path there	
Laen dù ¦ gunuhen egefet hendemu.	**I'm not able** to reach any decision.
NEG,it left place.its DIR,reach -en-thought.my	
Laen dù ¦ gunuhu mung.	**There is no one** with whom I can go.
NEG,it left place.my m-go.along	
Laen dù ¦ gunuw lungun nawa.	**There is nothing** that I'm worried about.
NEG,it left place.my worry breath	

7.5.2 Optional constituents

Time may occur in a nonverbal sentence indicating location. It always occurs at the end of the sentence:

Bè lemisa ¦ gunù Tunyu hemsù du eginu.	It was on **the table** where *Tunyu* put it **earlier.**
LOC **table place Tunyu** hem-put it **DIR,early**	

*Bè ni	gunù le ston koni.*	**Here** is where they saw each other **just now.**
LOC **here**	**place their** S-see **just.now**	

8. Verbal sentences: focus system

There is a certain distinctive feature of Philippine languages that English does not have, and this feature is the main reason for the difficulty English speakers have in learning to speak a Philippine language correctly. It is called the 'focus system', the system which shows the relationship between the verb and the other participants in the sentence.

In most Philippine languages the participants may be a person, thing, place or time; it may be a single word or a phrase. For example, in the English sentence 'Yesterday the father gave his son a gong', the words 'yesterday, father, son' and 'gong' are the participants in the action of giving. In most Philippine languages, this relationship between the verb and the participants is a grammatical one signalled by a particle which indicates which participant in the sentence is in focus, i.e., which participant is the most prominent in the sentence. The affix on the verb designates the role (actor, object, etc.) the focused participant plays in the sentence.

Tboli does not have these focus marking particles, so the focus system is signalled mainly by the affix used on the verb. What further complicates learning the system in Tboli, however, is that many of the verbs are used without an affix. The unaffixed verbs and the participants not marked by any particle results in problems for anyone trying to learn Tboli until a very important fact is realized: word order in Tboli is fixed. So it may be said that the participants in a Tboli sentence are marked, not by overt particles, but by word order. This order is verb, actor, object. If a goal is added, the fixed order is verb, actor, goal and object. If an instrument is added, the fixed order is verb, actor, object and instrument. Location and time may occur at the end of any of the sentences.

There are five sentence types in Tboli based on the five different participants which can be signalled by the verb as being in focus: experiencer focus, actor focus, object focus, goal focus and instrument focus. These five may be divided into two groups based on their strong similarities: EFS and AFS make up one group; object, goal and instrument make up the second. Of these five sentence types, the actor focus and the object focus are by far the most frequently used.

The focused participant may be shifted to the position immediately preceding the verb. So a test to determine whether or not a certain participant is in focus is to see if it can occur in this preverb position. If it can without changing anything else in the sentence, it is the focused participant. If it cannot, it is not:

*Blay le do **sotu kudà**.*	They gave me **one horse**.
Ø-give they me **one horse**	
***Sotu kudà** blay le do.*	**It was one horse** they gave me.
one horse Ø-give they me	

There can be only one participant in focus in the sentence. Time and place are also participants in a sentence, but in Tboli these are never signalled by an affix on the verb.

Throughout this material, the term 'sentence' is used to mean simply a verb plus one or more of the basic participants: actor, object, goal or instrument.

8.1 Experiencer focus sentence (EFS)

The experiencer in Tboli is the one who experiences a certain state or condition. It always occurs immediately following the verb. The verb used in an EFS is a stative verb, describing the state or condition of the experiencer. In Tboli there is a wider range of words used as statives than is found in English. Verbs like 'sleep, bathe, lie down, rest, slip, fall', etc. are all included in this class.

Most of the stative verbs in a sentence where the experiencer is in focus will either have an affix from the *ne-* set (*ne-*, *n-*, *-en-* and *-n-*) or no affix at all. Only a few verbs will use an affix from the *me-* set (*me-*, *m-*, *-em-* and *-m-*). The affix signals that the role of the focused participant is experiencer. Examples of stative verbs plus the affixes used with them are given in the examples below:

Myake. — I'm embarrassed.
m-embarrass.I

Ningete. — I'm perspiring.
n-perspire.I

Denge benngel. — I have already let my beard grow.
PT,I **-en-**beard

Hnisa. — He has a boil.
-n-boil-**ø**

Kinii — You are hot.
ø-hot.you,SG

The only participant that is essential in an EFS is the experiencer, but goal, location and time may also occur.

8.1.1 Grammatical forms of experiencer

The experiencer may be a noun, a noun phrase or a pronoun.

(1) Noun as experiencer

A noun functioning as an experiencer may be either a common noun or a proper noun. It occurs immediately following the verb, as illustrated in the following examples:

*Deng matù **Mantil.*** — ***Mantil*** won.
PT m-win **Mantil**

*Tungô **Ngà Bun.*** — ***Ngà Bun*** is sleeping.
ø-sleep **Ngà Bun**

*Dmunuk **él.*** — **The river** is flooded.
-m-flood **river**

*Tódô sut **kulón.*** — **The rain** came immediately.
immediate ø-arrive **rain**

*Tey ninget **kwangu.*** — My **back** is really perspiring.
INT n-perspire **back.my**

*Msut **tlangas.*** — The **grasshoppers** arrived.
m-arrive **grasshopper**

(2) Noun phrase as experiencer

All four types of noun phrases (see sec. 6) may occur as an experiencer: (1) noun + possessive; (2) noun + plural markers; (3) noun + adjective; (4) noun + demonstrative:

Deng kól ditu kem dumu lefou.
PT Ø-arrive there PL **other coconut.my**

My other coconuts have already arrived there.

Tebel le Ting.
Ø-stay.behind PL **Ting**

***Ting* and his companions** stayed behind.

Nù bè kililen ngà ówóng.
Ø-to.be LOC edge.its **child boat**

The little boat is by the shore (of the lake).

Tey hnali nim ohu ni.
INT **-n-wound this dog this**

This dog (already mentioned) is badly wounded.

Tey ninget yem kudà fóg.
INT **n-perspire that horse brother.in.law**

That horse of my brother-in-law is really perspiring.

In a longer sentence when other participants are involved, the noun phrase realizing the experiencer always occurs at the end of the sentence. However, a pronoun representing it occurs in the regular position for experiencer, which is following the verb:

Hlilil le bè seel kem ngà.
Ø-lie.down **they** LOC floor PL **child**

The children are lying on the floor.

Kól le bélê me kem tau dmadu.
Ø-arrive **they** PREP us,EX PL **person -m-plow**

The men who are to plow have arrived to us.

Using a pronoun in the regular experiencer position along with the noun phrase at the end of the sentence (as in the examples above) seems to be the preferred choice for many speakers. It often happens even when the experiencer is the only participant:

Bitil le ni kem ngà.
Ø-hungry **they this** PL **child**

These children are hungry.

Hïgɔ! le kem tau mehek.
Ø-happy they PL **person m-plant.rice**

The people who plant rice are happy.

(3) Pronoun as experiencer

Normally verbs with an affix from the *ne-* set or verbs with no affix at all use a pronoun from the nonfocused *-u* set for an actor. But with an EFS, the pronoun used for the experiencer is from the focused *-e* set. The use of this focused pronoun set for experiencer is the feature that distinguishes stative verbs from other verbs with the same affixation:

(a) Stative verbs

Ningete.
n-perspire.I

I'm perspiring.

Tungói ne.
Ø-sleep.you,SG now

You go to sleep now.

(b) Nonstative verbs

Nwitem twolihem.
n-bring.you,SG younger.sibling.your,SG

You bring your younger sibling with you.

Tonu lu koni. — **I** saw them just now.
Ø-see.**I** them just.now

There are several classes of adverbs occurring before the stative verb (see sec. 3.2.1) that always attract the *-e* set of pronouns used as experiencer:

Gotu le likò kem dumu tau. — **All the other** people were afraid.
all they Ø-afraid PL companion person

Elese tódô tungô ditu kedeng. — **I'll** just plan **ahead of time** to sleep there.
beforehand.I just Ø-sleep there by.and.by

Deng le kól yó kem lebeng. — **Those** who buried (him) have already arrived.
PT **they** Ø-arrive that PL Ø-bury

There is another class of adverbs occurring before the verb (see sec. 3.2.1) which also attract the experiencer pronoun to themselves, but with these adverbs, the focused *-e* set is replaced with the nonfocused *-u* set:

Sónmoen hligal dmóyón ke Dwata. — **He** is always happy to praise God.
always.he Ø-happy -m-praise NF God

Tey lelu lehen. — **I'm still** very thin.
INT **still.I** Ø-thin

There are certain sentence conjunctions which do the same, attracting the pronoun experiencer, then changing it from the focused *-e* set to the nonfocused *-u* set:

Igò me sem bitil, igò me — **While we** were so hungry, **at the same time we** just hurried.
while we,EX EMPH Ø-hungry **while we,EX**

tódô heflóng.
just hurry

Timbow me btik bè yó, omin me — **When we** woke up at that place, **then we** again started out.
when we,EX Ø-get.up LOC there **then we,EX**

bud lemwót.
again left

Ominu hlilil. — **Then I** lay down.
then.I Ø-lie.down

Ominen hlós ebè gunù mnagi. — **Then he** proceeded to the school.
then.he Ø-proceed DIR,LOC house m-study

Sendaw me nù bè yó. — **One day we** stayed there.
s-en-day we,EX Ø-to.be LOC there

Sulék lé tehe gu dini le — **Once** *Fining* **and the others** came here.
s-return they former Ø-from here PL

Fining.
Fining

(4) Position of experiencer for contrast

Whenever an implied contrast with another person or thing is needed for clarification, the experiencer is shifted from its normal position following the verb to the position immediately preceding the verb. In this position the pronoun used as experiencer is from the focused *ou* set. The emphasis particle *se* may or may not occur following the experiencer:

***Mantil** se matù.*
Mantil EMPH m-win
Mantil was the one who won.

** biang koni.*
I EMPH Ø-fall just.now
I'm the one who fell just now.

Du tolo tungô.
he/she/it still Ø-sleep
He/she/it is the one still sleeping.

(5) Position of experiencer for emphasis

Emphasis may be given to the experiencer used in its regular position following the verb by reiterating it at the end of the sentence. This is done by using either a pronoun from the nonfocused *dou* set or by using a proper name. The emphasis particle *se* may or may not occur just before the reiterated experiencer:

Mabù se kun.
m-fat-Ø EMPH **him**
He is fat **as for him.**

Tnawe dou.
Ø-cold.I **me**
I'm cold **as for me.**

Leheni se kóm.
Ø-thin.you EMPH **you**
You are thin **as for you.**

Because the reiteration is a nonfocused function, the nonfocus particle *ke* always occurs with the proper name:

Fen gna ebè gunù ke Lewadin.
ID Ø-ahead DIR,LOC house NF **Lewadin**
As for *Lewadin*, he was the first one to the house.

Dalang se ke Alun, likò.
same EMPH NF **Alun** Ø-afraid-Ø
It was the same **with *Alun*,** he was afraid.

When a plural experiencer is emphasized, and it is necessary to clarify the ones being spoken about by naming the individual, the plural particle *le* occurs with the person's name following the nonfocused pronoun used for an emphasizer. In the following example the pronoun *kul* 'them' for emphasis is repeated twice:

Hlos le kul le Alun kul.
Ø-proceed they **them** PL **Alun them**
***Alun* and the others** proceeded as for **them.**

8.1.2 Participants that are optional

There are three participants in an EFS that are optional as nonfocused participants: goal, location and time.

(1) Nonfocused goal

The goal is the one to whom the action is directed. It always occurs immediately following the experiencer in a sentence. It may be either a personal noun or a pronoun. If a personal noun occurs as goal, the location particle *bè* always occurs with it:

Kóle ***bè*** *Mà.*
Ø-arrive.I LOC Father
I arrived **at/to** (the place of) Father.

Gefet me ***bè*** *Libun Bong.*
Ø-reach we,EX LOC woman big
We reached **at/to** (the place of) Big Woman.

Tungóe ***bè*** *Mrs. Bargas.*
Ø-sleep.I LOC Mrs. Bargas
I slept **at** (the place of) Mrs. *Bargas.*

Nù me ***bè*** *le Yê Bong.*
Ø-to.be we,EX LOC PL Mother Big
We live **at** (the place of) Big Mother and her companions.

Sidek ***bè*** *Dwata yo.*
Ø-bad-Ø LOC God that
That is bad **to** God.

If a pronoun occurs as goal, it is a pronoun from the *-u* set, and it always occurs with the preposition *bélê*. This preposition has a wide area of meaning. In English it would be expressed by 'to, for, with, among, from', etc.:

Tungô le ***bélê*** *me.*
Ø-sleep they PREP **us,EX**
They slept **with us/at** our house.

Ne lawa ***béléu*** *Wè Walan.*
and Ø-visit-Ø **PREP,me** Friend Walan
And Friend *Walan* visited **me.**

Slób ***béléu*** *bè gunuhu mken*
Ø-stop.by-Ø **PREP,me** LOC place.my m-food
agit.
young.coconut
He stopped by **to** (see) **me** at the place where I was eating young coconut.

Baling lii ***béléen*** *yem suk yó.*
become taboo-Ø **PREP,him** that knife there
That knife (already mentioned) becomes taboo **for him.**

(2) Location (see sec. 10)

(3) Time (see sec. 11)

8.1.3 Display of an experiencer focus sentence

The display of an EFS (Figure 3) summarizes the relative position of the participants and their functions. The focused experiencer is the only obligatory participant. It must occur either following the verb or preceding it. It is optional whether or not it is reiterated at the end of the sentence for emphasis. Goal, location and time are optional participants.

Verb Affixation *ne-*, *ø*, *me-*						
	-/+ **Experiencer** (contrast)	V e r b	+ **Experiencer**	+/- Goal	+/- Location, Time	+/- **Experiencer** (emphasis)
Noun	*ø*		*ø*	*bè*	*bè/ø*	*ke*
Pronoun	*ou*		*-e*	*bélê + -u*	—	*dou*

Figure 3. Experiencer focus sentence

ø = unmarked
— = does not occur
· = obligatory
+/- = optional
-/+ = if not in experiencer position following verb

8.2 Actor focus sentence (AFS)

The actor in Tboli is the one doing the action. A sentence where the actor is in focus will always have a verb with an affix from the *me-* set, either *me-*, *m-*, *-em-* or *-m-*.

An AFS and an EFS are almost identical as far as participants in a sentence are concerned. The only difference between the two is that in an AFS a nonfocused object may occur. It cannot in an EFS.

An experiencer and an actor are identical except that they have different functions. Whereas the experiencer is the one who experiences whatever is expressed in the stative verb, the actor is the one doing the action expressed in a nonstative verb. Just as the *-e* set of pronouns is used for experiencer, so it is used for actor. Just as the pronoun experiencer is attracted to certain modifiers in preverb position, so it is with the pronoun actor. As the experiencer can be placed before the verb for contrast or at the end of the sentence for emphasis, so it is with the actor. Just as the goal is an optional participant in EFS, so it is in AFS. There is only one new participant to be learned in an AFS, that is the optional nonfocused object.

Examples of the verb affixation which indicate that the focused participant is an actor are given below:

Mken Linda. m-food **Linda**	**Linda** is eating.
Bemlihe sedinas. -**em**-buy.I sardines	I bought sardines.
Ne tmiba Mà. and -**m**-ricefield **Father**	And **Father** made a ricefield.

8.2.1 Grammatical forms of actor

The actor may be a noun, a noun phrase or a pronoun.

(1) Noun as actor

A noun functioning as actor may be either a person or an indefinite thing. It is unmarked, but its position following the verb determines its role:

Deng mychen Alun. PT **m**-spouse **Alun**	***Alun*** has already married.
Tey mbak ohu. INT **m**-bark **dog**	**Some dog** is really barking.

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Deng gotu matay silau. — All **my corn** has died.
PT all **m-die corn.my**

(2) Noun phrase as actor

A noun phrase functioning as an actor is identical to a noun phrase functioning as an experiencer. It may be a noun with a possessive, a plural marker, a descriptive or a demonstrative.

(a) With the plural markers *kem* and *le*

Mensag kem logi. — The **men** shouted.
m-shout PL male

Mnagi kem dumuhu. — **My companions** are studying.
m-study PL companion.my

Mken le Yê Udì. — **Little Mother and her companions** are eating.
m-food PL Mother Little

(b) With a demonstrative from the *nim* set

Botong mkik nim yehenu. — **My wife** felt so badly she cried.
to.the.extent **m-cry this spouse.my**

Tey mbak yem ohu Min. — ***Min's* dog** really barks.
INT **m-bark that dog Min**

(c) With a descriptive phrase

Bud mnagì Fóg Udì. — **Little Brother-in-law** is studying again.
again **m-study Brother.in.law Little**

Ne mbel tey lenos bong. — And **a very strong wind** came up.
and **m-come.up INT wind big**

The noun phrase as actor always occurs at the end of an AFS whenever either an object or a goal are included. At the same time a pronoun representing the actor also occurs in the regular position for actor following the verb:

Smakay le ówóng yó kem ngù. — **The children** rode in the airplane.
-m-ride they airplane **that PL child**

Ma le koyu kem dumu. — **The others** are fetching wood.
m-fetch they wood **PL companion**

(3) Pronoun as actor

When the actor is represented by a pronoun, the focused *-e* set is used,[5] and it occurs in the regular actor position following the verb:

[5] The only exception to this rule is the word *mon* 'said'. It always takes the nonfocused *-u* set of pronouns for an actor.

Tmonok le. — **They** walked.
-m-ground **they**

Mbele sotu lata halay. — **I'm** looking for one can of unhulled rice.
m-look.for.**I** one can unhulled.rice.

Mógów me bè Hlilan. — **We** are going to Hlilan.
m-go **we,EX** LOC Hlilan

Ne monu mò ke Alun, — And **I** said to *Alun*,
and m-said.**I** PREP NF Alun

Ne monen mò do, — And **he** said to me,
and m-said.**he** PREP me

There are several classes of adverbs occurring before the verb that always attract the *-e* set of pronouns used as actor (see sec. 3.2.1):

Deng le ma koyu kem dumu. — The others **already** fetched some wood.
PT **they** m-fetch wood PL companion

Tolo le mken le Yê Udi. — Little Mother and her companions are **still** eating.
still they m-eat PL Mother Little

Móyón le muta kem Tboli. — Tboli are **almost ready** to harvest.
almost they m-harvest PL Tboli

Tóe dmadu dlem. — **I would like** to plow (in the area) down below.
would.like.I -m-plow nearby.below

There are other classes of adverbs occurring before the verb which also attract the actor pronoun, but with these modifiers, the focused *-e* set pronoun is replaced with the non-focused *-u* set:

Sónmoen temngel do yem tau bong. — That big person was **always** looking at me.
always.he -em-look.at me that person big

Olon hmowon kum yem Bang. — *Bang* **only** teased us.
only.he -m-tease us,EX that Bang

Lelen smulat bè mekina. — He **kept on** writing on the typewriter.
keep.on.he -m-write LOC machine

Ket kiwólen mukét du tfung halien. — He **repeatedly kept** peeling the scab off his sore.
each repeat.he m-peel it scab sore.his

Ke suléken kemlo, là snukay le du. — If he weeds **only once**, they do not pay him.
if s-**return.he** -em-weed NEG -n-pay they him

There are certain sentence conjunctions which do the same, attracting the pronoun actor, then changing it from the focused *-e* set to the nonfocused *-u* set:

Ominu lemolò yem él boluyen Kling.
then.I -em-follow that river name.it Kling
Then I followed the river called Kling.

Omin le hemken kum.
then they h-em-food us,EX
Then they fed us.

Igou tolo mken yem agit, tódô
while.I still **m**-food that young.coconut just
tonu gu bwak.
ø-see.I from lower.area
While I was still eating young coconut, I immediately saw (him) coming from below.

Unihen lemwót, unihen mton du.
immediate.he -em-leave immediate.he m-see it
As soon as he left, **immediately he** saw it.

(4) Position of actor for contrast

As in EFS, whenever a contrast is needed with another person or thing for clarification, the actor is shifted from its normal position following the verb to the position immediately preceding the verb. In this position the pronoun used as actor is from the focused *ou* set. The emphasis particle *se* may or may not occur following the actor:

Lu se tmonok.
they EMPH -m-ground
They were the ones who walked.

Dwata semgyok kuy dyó.
God -em-take.care.of you,PL there
God is the one to take care of all of you there.

Yadan bud tles semgyok ke Obun.
Yadan again ø-exchange **-em-take.care.of** NF Dove
***Yadan* is the one** again taking his turn to take care of *Dove*.

(5) Position of actor for emphasis

The actor, like the experiencer, is often emphasized by reiterating it at the end of a sentence. This is done by using either a pronoun from the nonfocused *dou* set or by using a proper name with the nonfocus particle *ke*. The emphasis particle *se* may or may not occur just before the pronoun:

Munge dou.
m-go.along.I me
I'm going along **as for me**.

Mung Linda se kun.
m-go.along Linda EMPH **her**
Linda is going along **as for her**.

Tmondo Ibid se kun.
-m-deceive-ø Ibid **EMPH him**
He deceived *Ibid* **as for him**.

Fen mfas lefò ke Lewadin.
ID **m-cut.grass** coconut **NF Lewadin**
As for *Lewadin*, he cut grass (under) the coconut (palms).

Tolo kemgis tmiba ke Témê.
still.he **-em-strong** -m-ricefield **NF Grandfather**
As for Grandfather, he is still strong to make a ricefield.

8.2.2 Participants that are optional

There are four other participants that may occur in an AFS as nonfocused participants: object, goal, location and time.

8.2.2.1 Nonfocused object

An object may be either a person or thing directly involved in the action of the verb, very often something is done to it. It always occurs immediately following the actor except when a goal is included in the sentence. Then the goal takes the position following the actor, and the object follows the goal. The object may be a noun, a noun phrase or a pronoun.

(1) Noun as nonfocused object

A noun functioning as an object may be either a person or an indefinite noun. If the object is a person, the nonfocus particle *ke* occurs before the person's name:

Ne omin le tmudà ***ke Was.*** — And then they threw **Monkey** out.
and then they -**m**-throw NF **Monkey**

Ou tmóbóng ***ke Mà*** *haya.* — I'll be the one to help **Father** tomorrow.
I -**m**-help NF **Father** tomorrow

If the noun is a thing, only an indefinite noun is used, and it always implies that only a part of the whole of whatever is named is intended. It is unmarked, but its role is determined by its position in the sentence:[6]

Mangayi kut ***él.*** — Please fetch **some water** for us.
m-fetch.you us.two(polite) **water**

Bemli le ***lemnaw*** *bè fedyan.* — They bought **some vegetables** in the market.
-**em**-buy they **vegetable** LOC market

Deng le ***ma kayu*** *kem dumu.* — The others fetched **some wood.**
past they **m**-get **tree** PL companion

(2) Noun phrase as nonfocused object

(a) With the plural marker **kem**

Móyóe tmóbóng ***kem dumuw.*** — I want to help **my companions.**
m-want.I -**m**-help **PL companion.my**

Ou gel mtem yó ***kem klatas*** — I am the one to burn **all the paper she always wastes.**
I always **m**-burn **that PL paper**
gel namaen.
always n-waste.she

(b) With a demonstrative from the *nim* set

Tódô me sbalu semgyok ***yem safi.*** — We just take turns taking care of **the steer.**
just we,EX ß-take.turns -**em**-care.for **that steer**

[6] In the following three examples, if a verb from the OFS is used with an affix from the *ne-* set, it means they will get all the water in the spring, all the vegetables in the market and all the wood in the forest, not just some of it.

Onin le mtem yem gunù. — And then they burn **the house**.
then they **m**-burn **that house**

(c) With a descriptive phrase

Mulu le sfu soging. — They planted **shoots of the banana**.
m-plant they **shoot banana**

Ominen milot sudengen labi. — Then he drew out **his very old sword**.
then.he **m**-draw.out **sword.his very.old**

(d) Reiteration of a specific object with *du* 'he/she/it',

Whenever the actor occurs before the verb in the contrast position, a specific object marked with a demonstrative from the *nim* set is reiterated by using the pronoun *du* 'he/she/it' which occurs immediately preceding the object:

Uu tmiba du yem numa yó. — **You be the one** to make a field of that forest.
you -**m**-ricefield **it** that forest that

O semning du yem filak. — **I'm the one** to pocket the money.
I -**em**-pocket **it** that money

Reiterating the object with the pronoun *du* 'it' may also occur whenever the actor has been attracted from its normal position following the verb to an adverb or a sentence conjunction occurring before the verb:

Ket kifuhu mungol du yem tutul Dwata. — Each night **I** hear the story of God.
each night.**I** **m**-hear **it** that story God

Sónmoen tendo malak du yem ngà. — **She** is always leading that child.
always.**she** continue **m**-lead **it** that child

Ice mulu du dê kay lemnaw. — **I** would like to plant many kinds of vegetables.
would.like.**I** m-plant **it** many kinds vegetable

Onin le hmunges du kumù. — Then **they** wrap **it** up in a blanket.
then **they** -**m**-wrapper **it** blanket

Ket kiwólen mukét du tefung halien. — **He** repeatedly kept peeling the scab off his sore.
each repeat.**he** **m**-peel **it** scab sore.his

(3) Pronoun as nonfocused object

When a pronoun is used as the nonfocused object, it is always a pronoun from the nonfocused *dou* set. When this occurs, the actor of the sentence is found either before the verb or in sentence final position when it is a noun phrase:

Dwata semgyok kuy dyó. — **God** will be the one to take care of **all of you** there.
God -**em**-take.care.of **you,PL** there

Du tmolok do. — **He** will be the one to teach **me**.
he/she -**m**-teach **me**

Olon hmowon ***kum yem Bang.***
only.he **-m-**tease **us,EX that Bang**

He only teased us, that *Bang*.

Sónmou tendo ***hemdem kóm.***
always.I continue **-em-**think **you,SG**

I'm always continually thinking of you.

Omin ***le hemken kum.***
then **they h-em-**food **us,EX**

Then they fed us.

8.2.2.2 Nonfocused goal

A participant functioning as a nonfocused goal may also occur in an AFS. As in the EFS, the goal is the one to whom the action is directed, and it always occurs immediately following the actor. It may be either a personal noun or a pronoun.

(1) Personal noun as nonfocused goal

Since goal is a nonfocused participant, the nonfocus particle *ke* occurs along with the personal noun. The location marker *bè* may also be used to indicate the goal:

Munge ke Adil.
m-go.along.with.I **NF Adil**

I'll go along with *Adil*.

Klifóu hemwit du ke Fludi yem filak.
Ø-forget.I **-em-**send it **NF Fludi** that money

I forgot to send the money with *Fludi*.

Miti bè Bé soging haya.
m-bring.you,SG **LOC Grandmother** banana tomorrow

Bring some bananas for Grandmother tomorrow.

Yake hemyuhi bè Yê sfolò filak.
good.if **-em-**good.you,SG **LOC Mother** ten pesos

Good if you put away for Mother ten pesos.

(2) Noun phrase as nonfocused goal

Whenever the goal is a long noun phrase, it shifts from the regular goal position following the actor to the end of the sentence. It occurs with the location marker *bè*:

Yake hemyuhi filak bè kem ngà
good.if **-em-**good.you,SG money **LOC PL child**

mnagì.
m-study

Good if you put away money for the children who are studying.

Miti soging bè le Yê Udì.
m-bring.you,SG banana **LOC PL Mother Little**

Bring bananas for Little Mother and her companions.

(3) Pronoun as nonfocused goal

As in the EFS, when a pronoun is used as goal, a pronoun from the *-u* set may be used along with the preposition *bélê*. The many examples given are intended to show the wide range of meaning this preposition has in Tboli:

Tô hembalù ***béléu klembew.***
would.like-**Ø -em-**sell **PREP,me** carabao

He would like to sell me a carabao.

Gel semfala du ***bélê*** *me yem tutul Dwata.*
always-Ø -em-read it **PREP us,EX** that story God

She always read **to us** a story about God.

Du gna matay ***bélê*** *le.*
he/she/it first **m**-die **PREP them**

He was the first one **among them** to die.

Là móyóe mdóm ***bélê*** *le.*
NEG **m**-like.I **m**-borrow **PREP them**

I don't like to borrow **from them**.

Mkene ***bélê*** *le.*
m-food.I **PREP them**

I ate **with them**.

Myake ***bélê*** *ye.*
m-shame.I **PREP you,PL**

I'm ashamed **to you**.

But there is also a difference between EFS and AFS in what may be used as goal. In EFS, only a pronoun from the *-u* set with *bélê* can be used. In AFS, a pronoun from the *dou* set may also be used. When the *dou* set is used, its meaning seems to be limited to either beneficiary or recipient rather than directional. Usually an object occurs along with it, either stated or clearly understood:

Yake hemyuhi ***do*** *sfolò filak.*
good.if -em-good.you,SG **me** ten peso

Good if you put away ten pesos **for me**.

Miti ***do*** *soging haya.*
m-bring.you,SG **me** banana tomorrow

Bring some bananas **for me** tomorrow.

Dwata bemlay ***kuy*** *ketngón.*
God -**em**-give **you,PL** wisdom

God gives **you** wisdom.

Yê hlun tmóbóng ***do*** *yem tlu latu.*
Mother temporary -**m**-help **me** that three hundred

Mother lent **me** temporarily three hundred (pesos).

Whenever the pronoun 'him/her/its' occurs as goal, the pronoun *du* from the focused *ou* set is used instead of *kun* from the *dou* set:

Dwata bemlay ***du*** *ketngón.*
God -**em**-give **him** wisdom

God gives **him** wisdom.

Yê hlun tmóbóng ***du*** *yem tlu latu.*
Mother temporary -**m**-help **him** that three hundred

Mother lent **him** temporarily three hundred (pesos).

Using *du* as goal can become confusing when in the same sentence it is also used as object. But the regular order of participants is that the *du* used as object always precedes the one used as goal:

Ne omin le tmulón ***du do.***
and then they -**m**-tell **it** me

And then they told **it to me**.

Deng dô tmulón ***du kóm*** *Yê Lomi.*
PT maybe -**m**-tell **it you** Mother New

Maybe New Mother has already told **you** about it.

*Ne ominu bud tmolok **du du** yem liholen.* And then I again taught **him** the tune.
and then.I again **-m-teach it him** that tune.it

There are a few instances where a pronoun from the *dou* set can be used interchangeably with the preposition *bélê* for the goal without any apparent change of meaning:

*Holi mni **do.*** Really pray **for me**.
INT,you,SG **m-pray me**

*Holi mni **béléu.*** Really pray **for me**.
INT,you **m-pray PREP,me**

*Géhéli bud smulat **do.*** Quickly write **to me** again.
quick.you,SG again **-m-letter me**

*Géhéli bud smulat **béléu.*** Quickly write **to me** again.
quick.you,SG again **-m-letter PREP,me**

*Mungi **dou mool.*** Accompany **me** to the lower area.
m-accompany.you,SG me lower.area

*Mungi **béléu** mool.* Accompany **me** to the lower area.
m-accompany.you,SG PREP,me lower.area

8.2.2.3 Location (see sec. 10)

8.2.2.4 Time (see sec. 11)

8.2.3 Display of an actor focus sentence

The display of an AFS (Figure 4) is divided into two sections. The top section summarizes the relative positions of the participants in an AFS and their status, i.e., whether they are obligatory in the sentence or optional.

In order to show more easily the possible positions of the focused actor in relation to the other participants, the various positions are charted on separate lines: (1) normal position following verb (including the position used for a long noun phrase (NP) as actor); (2) preverb contrast position; and (3) a preverb position when a pronoun actor is attracted to an adverb modifying the verb.

The lower section shows the grammatical forms used to indicate the functions of the various participants.

Verb Affixation *me-*								
	Actor (Contrast)		**Actor**	Goal	Object	**Actor** (NP)	Location/ Time	**Actor** (Emph)
Normal	—	V e r b	+*	+/-	+/-	+/-	+/-	+/-
Contrast	+		—	+/-	+/-*	—	+/-	—
Attracted to Adverb	+		—	+/-	+/-*	+/-	+/-	+/-
Noun	Ø	V e r b	Ø	*ke* *bè*	*ke*	Ø	*bè* Ø	*ke*
Pronoun	*ou*		*-e*	*bélê* + *-u* *dou*	*dou*	—	—	*dou*

Figure 4. Actor focus sentence

*Whenever the actor occurs in preverb position, and a specific object marked with a demonstrative from the *nim* set is being spoken about, the pronoun *du* 'it' always occurs immediately before the object.

Ø = unmarked
— = does not occur
\+ = obligatory
+/- = optional

8.3 Object focus sentence (OFS)

In the introduction to this chapter on the focus system, it was mentioned that the five sentence types could be divided into two groups based on their similarities. Experiencer and actor focus make up one group; object, goal and instrument focus make up the second group. Since an OFS is used far more frequently than either the goal or instrument focus, it will be considered first.

The object in Tboli may be either a person or a thing directly involved in the action. Very often something is done to it. A focused object will always be a particular, specific object, not an indefinite one as in AFS (see sec. 8.2.2).

Obligatory participants in an OFS are actor and object. When these two are the only participants in the sentence the order is verb, actor, object. When a nonfocused goal is included the order is verb, actor, goal, object. Time or location may occur at the end of a sentence.

A sentence where the object is in focus will either have a verb with an affix from the *ne-* set (*ne-*, *n-*, *-en-* and *-n-*) or no affix at all. Examples of these are given below:

Nangayem ***kudà.***
n-fetch.you,SG **horse**
Fetch the **horse**.

Benosen ***kuluhen*** *tum sowu.*
-en-hide.it **head.its** that boa.constrictor
The boa constrictor hid **its head**.

Knoduhu ***lu.***
-n-pity.I **them**
I pity **them**.

Gotu ton me ***lu.***
all **Ø**-see we,EX **them**
We saw **them** all.

Eteden , ***uu*** *ditu ta.*
Ø-deliver.it **you**,SG there up
It delivers **you** there to the top.

8.3.1 Actor as nonfocused obligatory participant

The actor is one of the obligatory participants in an OFS, but it is not in focus. It may be an unmarked noun, a noun phrase or a pronoun from the nonfocused *-u* set (see sec. 4.2.1). In the examples that follow, the focused object will be bold print. But the purpose of the examples is to show how the nonfocused actor is used in an OFS.

(1) Noun as nonfocused actor

As with the EFS and AFS, the noun functioning as actor may be either a proper noun or a common one, and it occurs in the regular position following the verb:

Nwit Mà ***mi.***
n-bring Father **us,EX**
Father brought **us** along.

Ton Gadu yem ***ulal.***
ß-see Gadu that **snake**
Gadu saw the **snake.**

Nbak ohu yem ***ulal.***
n-bark dog **that snake**
The dog barked **at the snake.**

(2) Noun phrase as nonfocused actor

As in both EFS and AFS, all four types of noun phrases may function as an actor: (1) noun + possessive; (2) noun + plural markers; (3) noun + adjective; and (4) noun + demonstrative. Examples of all four types are given below:

Gel nmò kem Tboli ***nim nii.***
always **n**-make PL Tboli **this this,SP**
Tboli always make **this (specific thing).**

Deng tenles le Yê Bong yem kdaw
PT -**en**-change PL Mother Big **that day**
mò knagì me.
for k-study our,EX
Big Mother and her companions changed **the day for our studying.**

Hnebel yem maen ***yem libun leged.***
-**n**-look.for that father.his **that girl industrious**
His father looks for **an industrious girl.**

Fen nwit yem logi yem ***kimu.***
ID **n**-bring that man **that property**
The man is the one to bring along **the property.**

(3) Pronoun as nonfocused actor

The pronoun set used as actor in OFS differs from the pronoun set used as actor in EFS and AFS. Since the actor is now a nonfocused participant, a pronoun from the nonfocused *-u* set is used:

Naba le ***tniba.***
n-clear they **-n-ricefield**
They are clearing **the ricefield.**

Tonen yem ***ulal.***
ß-see.he **that snake**
He saw **the snake.**

Gel nwitu kudà bè ni. — I always bring the **horse** here.
always **n**-bring.I **horse** LOC here

Ndekem yem silà. — You pound **the corn**.
n-pound.you,SG **that corn**

The conjunction *na/na a*, sometimes written *ne/ne e* is often used in OFS. It always occurs immediately before the verb, and it indicates that the action of the verb is the first in a series of activities. It attracts the pronoun actor from its normal position following the verb:

New e nangay kudà. — **First I'll** fetch the horse.
first.I ? n-fetch horse

Nen e nauy yem tau dumuhen. — **First he** will visit his companion.
first.he ? n-visit that person companion.his

Ne me e henebel le Mà. — **First we** looked for Father and the rest of the family.
first we,EX ? -**en**-look.for PL Father

There is a variation of this modifier that seems to mean the same thing, *ne ne/na na*:

Bnogulem sen, okóm nem ne hewót o. — Beat it indeed, but **first** let me leave.
-**n**-beat.you,SG EMPH but **first.you,SG ?** h-leave me

Nam na hnifót o. — **First** forgive me.
first.you,SG ? -**n**-forget me

Naw na tnagak lu. — **First I** will leave them.
first.I ? -**n**-leave them

8.3.2 Grammatical forms of focused object

(1) Noun as object

The noun used as a focused object is always a particular, specific object. It is unmarked, but its role is determined by its position in the sentence following the actor:

Nangayem kudà. — Fetch the **horse**.
n-fetch.you,SG **horse**

Nmò le fëten. — They made **a rope** (for tying him).
n-make they **rope/tie.his**

Niten asayen. — He brought along **his ax**.
n-bring.he **ax.his**

Nogotu snafang. — I held the **gun**.
n-hold.I **gun**

A proper name used as the focused object is also unmarked:

Tnaba le Fun Bulul. — They call **the Owner of the Mountain**.
-**n**-call they **Owner Mountain**

Tonu Séng.
ß-see.I **Seng**

I saw *Seng*.

Bud snukatu Yẽ.
again -n-deceive.I **Mother**

Again I deceived **Mother**.

(2) Noun phrase as object

Just as all four types of noun phrases may be used as actor in an OFS, so all four types may also function as the focused object:

*Tnóbóngem **kem dumum.***
-n-help.you,SG **PL companion.your,SG**

You help **your companions**.

*Gotu bnoluy Lewadin **kem fayen.***
all -n-name Lewadin **PL sister.in.law.his**

Lewadin called all **his sisters-in-law** by (their) names.

*Nauy tekuy **kem benwu etu.***
n-visit we,IN **PL country** DIR,there

Let's all visit **those countries** over there.

*Nbal le yó **kem fun gunù.***
n-ask.permission they **that PL owner house**

They asked permission from the **owners of the house**.

Ndómu yem bew tuónu.
n-borrow.I **that carabao father.in.law.my**

I borrowed **the carabao of my father-in-law**.

Nauy le tum ngà libun.
n-visit they **that child female**

They visit **the young woman**.

Ndek le yem silà.
n-pound they **that corn**

They pounded **the corn**.

*Haya nwitu woli **Bedung.***
tomorrow n-bring.I **older.brother Bedung**

Tomorrow I'll bring with me (my) **older brother** *Bedung*.

*Tódô tonu Mà **Bong.***
just ß-see.I **Father Big**

I just saw **Big Father**.

(3) Pronoun as object

Since the object is the focused participant in an OFS, a pronoun from the focused *ou* set is used:

Bnogulen lu.
n-club.he **them**

He beat **them**.

Eteden uu ta.
ß-deliver.it **you,SG** up

It delivers **you** to the top.

Nali le o.
n-keep.for.oneself they **me**

They kept **me** (back) for themselves.

Nwit le mi. — They brought **us** along.
n-bring they **us,EX**

When the pronoun used as object refers to a thing, it would be expected that the pronoun *du* 'he/she/it' would be used, but it never is. It is left implied, as can be seen in the following examples:

Gotu ken sit ne sdô ne ungé. — The ricebirds and pigs and rats ate (it) all.
all **ß**-eat ricebird and pig and rat

Ne fen nwa yó kem tuónen. — And his parents-in-law are the ones to take (it).
and ID **n**-take that PL parent.in.law.his

Hendem le Yê Lomi. — New Mother and her companions are thinking about (it).
-en-think PL Mother New

(4) Position of object for contrast

As in EFS and AFS, the focused participant may occur in the position before the verb for contrast if necessary.

(a) Noun as object in contrast position

Kudà nangay le. — **It is a horse** they are fetching (not a carabao).
horse n-fetch they

Soging ne ubi tnógó le. — **It was bananas and sweet potatoes** they cooked (not rice).
banana and **sweet.potato -n**-cook they

(b) Noun phrase as object in contrast position

Tey dê tau nékéten. — He has bitten **very many people**.
INT **many person n**-bite.he

Nem latu filak nwitu. — **It was six hundred pesos** I brought along.
six hundred peso n-bring.I

Tey sdô bong nbô Mà. — **It was a very big pig** Father carried on his back.
INT **pig big** n-carry.on.back Father

(c) Pronoun as object in contrast position

Ou gna bekesem. — **I'll be the one** you tie up first.
I first **ß**-tie.up.you,SG

Ne du ne lolou ni kmoen ni. — And **he is the one** I follow at this time.
and **he** now **ß**-follow.I this time.it now

Lu tnabahen. — **They are the ones** he called.
they -n-call.he

(5) Position of object for emphasis

As in EFS and AFS, emphasis may be given to the focused participant by reiterating it at the end of the sentence by using a pronoun from the nonfocused *dou* set. But this is not done as frequently in OFS as in EFS or AFS:

Tnóbóngem se o dou. — You help **me as for me.**
-n-help.you,SG EMPH **me me**

Tnobong tekuy se lu kul. — Let's all help **them as for them.**
-n-help we,IN EMPH **them them**

8.3.3 Participants that are optional

There are three other participants that may occur in an OFS as nonfocused participants: goal, location and time.

8.3.3.1 Nonfocused goal

As in AFS, the participant functioning as goal in an OFS is the one to whom the action is directed, either a recipient of the action or a beneficiary of it. It may be a personal noun with the nonfocus particle *ke*, a noun phrase, a nonfocused pronoun from the *-u* set used with *bélê* or a nonfocused pronoun from the *dou* set used alone.

(1) Personal noun as nonfocused goal

Tólóng blayen ke fögen. — He gave **his brother-in-law** a different one.
different Ø-give.he NF **brother.in.law.his**

Sotu kudà blay le ke Min. — They gave one horse to ***Min***.
one horse Ø-give they NF **Min**

Hesegyoku ke Kasi yem bew logi. — I'll let ***Kasi*** take care of the male carabao.
he-care.for.I NF Kasi that carabao male

Tulónem ke yehen Fining. — Tell (it) **to the husband of *Fining*.**
Ø-tell.you,SG NF **spouse Fining**

(2) Noun phrase as nonfocused goal

As in AFS, when a rather long noun phrase is used as goal, it occurs with the location marker *bè* and shifts to the location position at the end of the sentence:

Tódô blay le yem kudà bè tu kem — They just gave the horse **to those other people.**
just Ø-give they that horse LOC **there** PL

dumu tau.
companion person

(3) Pronoun as nonfocused goal

Just as in the AFS, the nonfocused goal may be indicated by either a pronoun from the *-u* set used with the preposition *bélê* or a pronoun from the *dou* set.

(a) The *-u* set with *bélê*

Bnayadu ***béléen*** *msó.*
-**n**-pay.I **PREP,him** hulled.rice
I paid **him** for the hulled rice.

Benli le ***béléu*** *afus.*
-**en**-buy they **PREP,me** bamboo
They bought bamboo **from me**.

Ali dê snólók le ***béléu.***
INT many -**n**-ask they **PREP,me**
They asked **me** about so many things.

Hendón le ***bélê*** *ye hnolo.*
-**en**-expect they **PREP you,PL** hair.oil
They are expecting hair oil **from you**.

(b) The *dou* set

Lomi blay le do.
recent **ß**-give they **me**
They recently gave (it) **to me**.

Hnungesem ***kum*** *mò bnotu me.*
-**n**-wrapper.you,SG **us,EX** for n-stone our,EX
Wrap it up **for us** for our lunch.

Kenlo Yê ***do***
-**en**-weeding.tool Mother **me**
lamihu.
field.my
Mother weeded my newly planted field **for me**.

8.3.3.2 Location (see sec. 10)

8.3.3.3 Time (see sec. 11)

8.3.4 Display of an object focus sentence

The display of an OFS (Figure 5) is divided into two sections. The top section summarizes the relative positions of the participants in an OFS and their status, i.e., whether they are obligatory in the sentence or optional. In order to show more easily the possible positions of the focused object participant in relation to the other participants, they have been displayed on two separate lines, normal position and preverb contrast position.

The lower section shows the grammatical forms used to indicate the functions of the various participants.

Verb Affixation *ne-/Ø*							
	Object (Contrast)	V	Actor	Goal	**Object**	Location, Time	**Object** (Emphasis)
Normal	—	e	+	+/-	+	+/-	+/-
Contrast	+	r	+	+/-	—	+/-	—
Noun	Ø	b	Ø	*ke, bè*	Ø	*bè*/Ø	*ke*
Pronoun	*ou*		*-u*	*bélê* + *-u* *dou*	**ou**	—	*dou*

Figure 5. Object focus sentence

Ø = unmarked
— = does not occur
\+ = obligatory
+/- = optional

8.4 Goal focus sentence (GFS)

The goal in Tboli is the participant to whom the action is directed. In English this would be an indirect object. The goal always occurs immediately following the actor.

There are two nonfocused participants that are also obligatory in a GFS: actor and object. Actor occurs in the regular actor position following the verb, the object occurs immediately following the goal. A sentence where the goal is in focus will have a verb with an affix from the *ne-* set, either *ne-*, *n-*, *-en-* or *-n-*.

A GFS is very similar to the OFS. One noticeable difference is that relatively few verbs can be used in a GFS, whereas almost all the verbs in the language can be used in an OFS. Verbs in both sentence types are affixed with *ne-*, but certain OFS verbs occur unaffixed as well. Both sentence types use the nonfocused *-u* set of pronouns for actor, and the *ou* set for the focused participant. Both use unmarked nouns for actor or object. In a GFS, the goal is always a person, the object is always a thing.

There are two other nonfocused participants in a GFS that are optional: location and time. Examples of the verb affixation which indicates that the focused participant is a goal are given in the examples below:

Nkay le o bigu.
n-serve.food they **me** winnowing.tray

They served food **to me** on a winnowing tray.

Benlay le mi klatas.
-en-give they **us** paper

They gave paper to **us**.

Hnogot ye o klembew ne dadu.
h-n-hold you,PL **me** carabao and plow

Give **to me** the responsibility of a carabao and a plow.

8.4.1 Nonfocused obligatory participants

There are two nonfocused obligatory participants in a GFS, the actor and the object. The actor is like an actor in an OFS in that it may be an unmarked noun, a noun phrase or a pronoun from the nonfocused *-u* set.

The object in a GFS differs from the object in a OFS in that it is always a thing, i.e., a common noun or a noun phrase. It is never a personal noun or a pronoun. It occurs following the goal, and its role is determined by its position in the sentence. Examples of both the nonfocused actor and object can be seen in section 8.4.2.

8.4.2 Grammatical forms of focused goal

A noun functioning as a goal is always a person (a personal noun, a noun phrase or a pronoun). It occurs following the actor. Since it is in focus, it is unmarked. Its role is determined by its position in the sentence.

(1) Noun as goal

Since it is in focus, it is unmarked:

Benlay me Adù bulung hulô. — We gave *Adù* some red medicine.
-en-give we,EX **Adù** medicine red

(2) Noun phrase as goal

A noun phrase functioning as goal is the same as when a noun phrase is used in other focus types. It may be a noun plus a possessive, a plural marker, an adjective or a demonstrative:

Hol bnasahem kem tuha yem libun. — You must really give gifts to the parents of the girl.
INT **-n**-give.gift.you,SG PL **old that girl**

Benlay me le Adù bulung hulô. — We gave the red medicine to *Adù* and his companions.
-en-give we,EX PL **Adù** medicine red

Benlayen yem libun des blututen tising. — She gave a ring to the woman with a stomachache.
-en-give.she **that woman sick stomach.her** ring

Benlay le ket tau tonok. — They gave land to each person.
-en-give they **each person** land

Oguhen tum libun tum kun — He hands his own quid of betel nut to the girl.
Ø-hand.to.her **that girl** that his
namak.
n-betel.nut.quid

(3) Pronoun as goal

Since the goal is in focus, the pronoun used for it is from the focused *ou* set:

Neteden o kudà ekimel. — He delivered a horse to me early yesterday afternoon.
n-deliver.him **me** horse DIR,early.afternoon

Henwit ye mi soging ne bkadu. — Send some bananas and avoçados to us.
h-**en**-send you,PL **us,EX** banana and avocado

Benlay Ben ou snafang. — Ben gave a gun to me.
-en-give Ben **me** gun

Ke wen dù sigi ye kut, — If you have any toothbrushes left, please send me one.
if there.is left brush your,PL us,DU(polite)
henwit ye o sotu.
h-en-send you,PL **me** one

(4) Position of goal for contrast

Since the goal is the focused participant, it may occur in preverb position for contrast if necessary:

Adù benlay me bulung hulô.
Adù -en-give we,EX medicine red
It was to *Adù* that we gave some red medicine.

Ket tau benlay le tonok.
each person -**en**-give they land
It was to each person that they gave land.

Kem tuha yem libun hol bnasahem.
PL **old that girl** INT -**n**-give.gift.you,SG
It is to the parents of the girl that you give gifts.

Ou henwit ye sigi.
me h-en-send you,PL brush
It is to me you send the toothbrush.

8.4.3 Participants that are optional

There are only two participants that are optional in a GFS, location and time.

(1) Location (see sec. 10)

(2) Time (see sec. 11)

8.4.4 Display of a goal focus sentence

The display of a GFS (Figure 6) summarizes the relative position of the participants and their functions. There are three obligatory participants, the focused goal, the nonfocused actor and the object. The goal occurs either following the actor or preceding the verb.

Verb Affixation *ne-*						
	-/+ Goal (Contrast)	V e r b	+ Actor	+ Goal	+ Object	+/- Location, Time
Noun	Ø		Ø	Ø	Ø	*bè*/Ø
Pronoun	*ou*		*-u*	*ou*	—	—

Figure 6. Goal focus sentence

Ø = unmarked
— = does not occur
\+ = obligatory
+/- = optional
-/+ = if not in goal position following actor

8.5 Instrument focus sentence (IFS)

The instrument in Tboli is the thing used to carry out the action described by the verb. A sentence where the instrument is in focus will have an unaffixed verb:

Dekem du dek bong.
Ø-pound.you,SG it **pestle** big
Pound it with the big **pestle**.

Instrument focus is probably the least used focus in Tboli simply because in the common activities of daily life, the instrument used for these activities would be understood without having to name it. Only when the instrument is not the one ordinarily used would it be necessary to identify it in an IFS.

Even though this is the least used sentence type, there is in Tboli root words a great potential for instrument focus, since so many root words can be understood to mean either the instrument used to perform the action (i.e., as a noun) or the action itself when using the instrument (i.e., as a verb). The following are examples:

dek	'a pestle'
dek	'to pound with a pestle'
klo	'a weeding tool'
klo	'to weed using a weeding tool'
bulung	'medicine'
bulung	'to treat (someone) with medicine'
éhék	'a sharpening stone'
éhék	'to sharpen (something) by using a sharpening stone'
kaf	'a tie between the ankles used for climbing (a coconut palm)'
kaf	'to climb (a coconut palm) by using a tie between the ankles'
ogot	'that used to hold (something)'
ogot	'to hold (something) with (something)'

When these root words occur with an affix from the *ne-* set, they become verbs indicating object focus.

The participants that are obligatory in an IFS are actor, object and instrument. A goal never occurs in this type of sentence. Both location and time are optional.

8.5.1 Nonfocused obligatory participants

There are two nonfocused obligatory participants in an IFS: actor and object.

The actor is like the actor in both the OFS and the GFS in that it occurs in the regular actor position following the verb, and it may be a noun, a noun phrase or a pronoun from the nonfocused *-u* set (see sec. 4.2.1).

The object is the person or thing affected by the action, and it occurs immediately following the actor. It may be a noun, a noun phrase or a pronoun from the nonfocused *dou* set. (For the use of the focused pronoun *du* for the nonfocused 'him/her/its', see sec. 4.2.2.)

Since the object is not in focus, a personal noun used as object always occurs with the nonfocus particle *ke*. Other nouns are unmarked, but their role is determined by their position in the sentence.

8.5.2 Grammatical forms of focused instrument

The focused instrument may be either a common noun or a noun phrase. It is unmarked, but its role is determined by its position in the sentence following the object.

(1) Noun as instrument

Solokem du ***lunay***.	Make a light from **the sap of the *lunay* tree**.
ß-light.you it **sap.of.lunay.tree**	
Ofok *Walan du* ***asay***.	*Walan* chopped it down **with an ax**.
ß-chop.down Walan it **ax**	
Bogulen ke Mélê Botu ***dek***.	He beat *Mélê Botu* **with a pestle**.
ß-club.he NF Mélê Botu **pestle**	

(2) Noun phrase as instrument

A noun phrase is used whenever the instrument is: (1) plural, i.e., a common noun marked by the plural marker *kem*; (2) a specific thing spoken of earlier in the immediate situation marked with *nim* set demonstrative; or (3) an unmarked descriptive phrase:

Dekem du dek bong.
ß-pound.you,SG it **pestle big**
Pound it **with the big pestle.**

Klohu du suk udi koni.
ß-weed.I it **knife little** just.now
I just now weeded it with the little knife.

Hbukem do bulung Yè.
ß-smoke.you,SG me **medicine Mother**
Smoke me with Mother's medicine.

Okol le yem lan kem fala benli le.
ß-dig they that road PL **shovel -en-buy they**
They dug out the road with shovels they bought.

Bulungu kón yem bulung henyuku.
ß-medicine.I you,SG **that medicine -en-good.I**
I'll treat you with the medicine I put away.

Ifuhem ke Ngà Bun kgal
ß-wipe.off.you,SG NF **Ngà Bun blouse**
bolokem.
wear.out.your,SG
Wipe off *Ngà Bun* **with your worn out blouse.**

(3) Position of instrument for contrast

Since the instrument is in focus, it is the participant that may occur before the verb for contrast if necessary. When the instrument occurs in this preverb position, and a specific object marked with a *nim* set demonstrative is being spoken about, the pronoun *du* 'it' always occurs immediately before the object:

(a) Noun

Luos bkesem du yem gunù nmoem.
rattan ß-tie.you,SG it that house n-make.you
Use rattan to tie the house you're making.

Asay ofok Walan du.
ax ß-chop.down Walan it
It was with an ax that *Walan* chopped it down.

Lunay solokem du.
sap.of.lunay.tree ß-light.you,SG it
Use the sap of the *lunay* tree for a light.

(b) Noun phrase

Dek bong dekem du.
pestle big ß-pound.you,SG it
Use a big pestle to pound it.

Sotu filak bli May mambang.
one peso ß-buy May bread
May bought bread **with one peso.**

Snayà *Yê*
-n-tubular.skirt mother

ebenem *du yem ngà.*
Ø-carry.in.sling.you,SG it that child

Use **Mother's tubular skirt** for carrying the child.

8.5.3 Participants that are optional

There are only two participants that are optional in an IFS: location and time.

(1) Location (see sec. 10)

(2) Time (see sec. 11)

8.5.4 Display of an instrument focus sentence

The display of an IFS (Figure 7) summarizes the relative positions of the participants and their functions. The focused instrument is the obligatory participant. It must occur either following the object or preceding the verb. Actor and object are the nonfocused obligatory participants.

	Verb Affixation Ø						
	-/+ **Instrument** (Contrast)	V e r b	+ Actor	+ Object	+ **Instrument**	+/- Object	+/- Location, Time
Noun	Ø		Ø	*ke*	Ø	Ø	*bè*/Ø
Pronoun	—		*-u*	*dou*	—	—	—

Figure 7. Instrument focus sentence

Ø = unmarked
— = does not occur
\+ = obligatory
+/- = optional
-/★ = if not in instrument position following object

8.6 Summary of the focus system

The following contrastive charts show the distinctive features of each of the five types of focused sentences in Tboli.

8.6.1 Display of the distinctives of each focus type

Figure 8 summarizes all the possible participants in each of the five types of focus and the fixed order in which they occur in a sentence. Bold type indicates a focused participant.

Focused Participant	Contrast	Verb	Actor, Experiencer	Goal	Object	Instrument	Location, Time	Emphasis
Experiencer	x	*ne-* *ø* *me-*	x	x	—	—	x	x
Actor	x	*me-*	x	x	x	—	x	x
Goal	x	*ne-*	x	x	x	—	x	—
Object	x	*ne-* *ø*	x	x	x	—	x	x
Instrument	x	*ø*	x	—	x	x	x	—

Figure 8. Participants and their order

x = occurs — = never occurs

8.6.2 Display of pronouns as participants

The four pronoun sets in Tboli are divided into focused and nonfocused sets. Figure 9 summarizes which pronoun sets are used for the various participants in the five types of focus. Bold type indicates the pronoun used as a focused participant.

Focused Participants	Contrast	Verb	Actor	Goal	Object	Instrument	Location, Time	Emphasis
Experiencer	***ou***	*ne-* *ø* *me-*	***-e***	*bélê* *+ -u*	—	—	x	*dou*
Actor	***ou***	*me-*	***-e***	*dou* *bélê* *+ -u*	*dou*	—	x	*dou*
Goal	***ou***	*ne-*	***-u***	***ou***	—	—	x	—
Object	***ou***	*ne-* *ø*	***-u***	*dou* *bélê* *+ -u*	***ou***	—	x	*dou*
Instrument	x	*ø*	***-u***	—	*dou*	x	x	—

Figure 9. Pronouns as participants

x = occurs only as a noun or a noun phrase — = never occurs

8.6.3 Nouns as participants

When a noun or noun phrase occurs as a participant, it is word order that determines its role. The only participant marked by an overt particle is a personal name functioning as a nonfocused goal or object, which is marked by the nonfocus particle *ke*. In Figure 9 this particle plus a personal noun can occur wherever the nonfocused *dou* set of pronouns occurs. By substituting a pronoun for either a noun or a noun phrase, it can be determined which participant is in focus in any sentence.

9. Affixes

Tboli has very few affixes compared to most Philippine languages. They are *me-*, *ne-*, *he-*, *se-*, *ge-*, *ke-*, *e-*, *te-*, and *de-*. (For a review of the spelling of these affixes, see sec. 1.2.) These affixes may be divided into three classes, those that are derivational, those that are inflectional and those that function as both derivational and inflectional.

9.1 Derivational affixes

A derivational affix forms a new word with a new grammatical function when the affix is added to an already existing root word. This is seen when the English suffix 'ness' is added to the word 'happy', which is an adjective. The result is a new word 'happiness', which is a noun. So an adjective has become a noun by the addition of an affix.

There are only two affixes in Tboli that are strictly derivational: *ke-* and *te-*.

9.1.1 The *ke-* prefix

The *ke-* prefix may be added to a great many nouns, verbs or adjectives to form an action oriented noun. The new word formed by adding the prefix functions as a noun in a sentence, but there is a strong element of action in its actual meaning, making it similar to a verb:

(1) Nouns

yehen	'spouse'	*kyehen*	'marrying'
kulón	'rain'	*kkulón*	'raining'

(2) Verbs

mógów	'to go'	*kógów*	'going'
mowil	'to live'	*klowil*	'life'

(3) Adjectives

kinì	'hot'	*kkinì*	'hotness'
mayuk	'far'	*klayuk*	'farness'

These derived nouns differ from a regular noun in that when it is used in a sentence it always occurs with a possessive pronoun (see sec. 2.2):

*Tngónem ne kô yem deng **kyehenu**?* — Do you know about **my being married**?
know.you,SG now QU that PT **k-spouse.my**

*Tey glayam kun **klowil**.* — **His life** has much suffering.
INT g-suffer his **k-live**

*Tey **ksidek nawahen** tu.* — **He feels very badly** about that.
INT **k-bad breath.his** there

9.1.2 The *te-* prefix

A *te-* prefix is added to the adjective listed below to make a verb. (This is the only example of this to date.)

gel	'hard'	*tgel*	'to strengthen'

***Tgelu** tugedu mneged.* — I **was strengthened** going uphill by my walking stick.
t-strong.I walking.stick.my m-go.uphill

9.2 Inflectional affixes

An inflectional affix does not form a new word with a new grammatical function as does the derivational affix. With an inflectional affix on a verb, the verb stays a verb, but an additional element of meaning is added. For example, the English suffix 'ed' when added to the verb 'plant' changes it to 'planted'. The meaning of the verb stays the same, but the element of past tense has been added to it.

9.2.1 Inflectional affixes with location

There are five inflectional affixes in Tboli which have to do with location: *seN-*, *de-*, *te-*, *ke-* and *e-*.

(1) The *seN-* prefix

The *seN-* prefix adds the meaning of "being in the area adjacent to" a specified location, or "being compared with" a specific thing. It occurs with the following words describing a location:

-lem	'down/below'	***senlem***
ta	'up/above'	***senta***
laan	'under'	***snaan***
leged	'higher'	***seneged***
bwak	'lower'	***sembwak***
subô	'upstream'	***snubô***
mool	'downstream'	***snool***
tu	'there'	***sentu***
dini	'here'	***sendini***

Ne le na sbung yó kem tau
then they first gather.together that PL person
mulu ***senta*** ***ke senlem*** *ke*
m-attend.wedding **sen-above** or **sen-below** or
seneged *duhen* ***sembwak*** *yem gunù.*
sen-higher or.it **sem-lower** that house

All the people going to the wedding first gather together in the area **above** the house or **below** it or **higher** than it or **lower** than it.

Tey klayuken sentu Datal Teblow.
INT k-far.its **sen-there** Datal Teblow

Its a long distance **beyond** (the place called) Datal Teblow.

Nù snaanu kbongen yem libun tu.
Ø-to.be **sn-under.I** k-big.her that girl there

That girl is **smaller** than I am.

(2) The *de-*, *te-* and *ke-* prefixes

The *de-*, *te-* and *ke-* prefixes only occur with the four location words that are used in relation to a higher or a lower level. *De-* adds the meaning of a distance relatively nearby, *te-* indicates one that is far distant, and *ke-* indicates a distance about halfway in between. *Ke-* is used only with *ta* 'up/above':

-lem	'down/below'	*leged*	'higher level'
ta	'up/above'	*bwak*	'lower level'
dlem	'nearby below'	***tlem***	'far below'
dta	'nearby up'	***tta***	'far up'
dleged	'nearby higher level'	***tleged***	'distant higher level'
debwak	'nearby lower level'	***tebwak***	'distant lower level'

Deng sut se Yê Tahà ***debwak.***
PT Ø-arrive EMPH Mother Tall **de-lower**

And Tall Mother arrived **in the lower area nearby**.

Snólók me ditu, mon me, Mayuk
-n-ask we,EX there said we,EX far

Maitum? Mon le, ***Tebwak.***
Maitum said they **te-lower**

We asked there, we said, Is it far to Maitum? And they said, It's in the **far distant lower area**.

Tódô mlóy gu ditu ***kta*** *lem*
immediate-Ø m-run from there **k-up** in

bulul.
mountain

Immediately he ran (down) from there **midway up** in the mountain.

(3) The *e-* prefix

The *e-* prefix adds the meaning of "direction or motion toward" a specified location. It may be prefixed to: (1) the location marker *bè* and the preposition *bélê*, (2) location words (see sec. 10.2) and (3) location substitutes (see sec. 5.3). The pronoun *du* may also substitute for a specific place:

Bude mógów ***ebè*** *Afus.*
again.I m-go **DIR,LOC** Afus

Again I went **to** Afus (name of a place).

Tey legen là smulate ***ebéléem.***
INT long.time NEG -m-write.I **DIR,PREP,you,SG**

I haven't written **to you** for a very long time.

Là hyu kógówen ***etalak*** *yem ngà ówóng.*
NEG good k-go.its **DIR,middle** that little boat

It is not good for that little boat **to go out into the middle** (of the lake).

Bude mulék ***efatu*** *bè Hitas.*
again.I m-return **DIR,other.side** LOC Hitas

I'm returning again **to the other side** to Hitas.

Hgéhéli kut ***edini.***
h-hurry.you,SG us,DU(polite) **DIR,here**

Please hurry to us **here**.

Ken me ***edyó*** *he kedeng.*
Ø-eat we,EX **DIR,there** yet later

We'll eat later (upon arriving) **there**.

Tódô mógów ***edu*** *yem kifu.*
immediate-Ø m-go **DIR,it** that night

Immediately he went **to it** that night.

When the *e-* prefix is used in combination with the three prefixes *de-*, *te-* and *ke-* indicating distance, the vowel of these prefixes is dropped. The combination of the two prefixes becomes *ed-*, *et-* and *ek-*:

Ne muléke ***edta*** *lem bulul.*
and m-return.I **DIR,nearby.up** in mountain

I'm returning **up into** the mountains **nearby**.

Muléke ***etlem*** *dou.*
m-return.I **DIR,far.below** as.for.me

I'm returning to (the area) **far below** as for me.

yó kem dumuhem ***eddoli*** 'your **other** close relatives'
that PL companion.your **DIR,nearby.other**

Bude mulék ***ekta.*** Again I returned midway **up** (into the mountains).
again.I m-return **DIR,up**

The *e-* prefix occurs frequently on a verb that is used in combination with *gunù* 'place':

Gunum esolu de? **Where** are you going?
place.you DIR,face QU

Lowig ***gunù le emeted*** *kul.* It's to the field house **where they deliver** them.
field.house **place they DIR,m-deliver** them

If the place is identified by name, the *e-* prefix occurs on the name:

Bud mulék Mà ***eDatal Teblów.*** Again Father returned **to Datal Teblów**.
again m-return Father **DIR,Datal Teblów**

9.2.2 Inflectional affix with numbers

A *ge-* prefix may be added to the cardinal numbers (i.e., one, two, three, etc.) to change them to ordinals (i.e., first, second, third, etc.). The only exception is *sotu* 'one', whose ordinal is the word *tanay* 'first'. The ordinals always occur with a possessive pronoun:

limu	'five'	*glimu*	'fifth'
nem	'six'	*gnem*	'sixth'
syóm	'nine'	*gesyóm*	'ninth'
sfolò	'ten'	*gesfolò*	'tenth'

Deng bud ***gewu le*** *dulék muta.* It was the **second** time they harvested.
PT again **g-two they** repeat harvest

Mnóne bè bulón ***getluhen*** *dun* ***gfaten.*** It shines during the **third** or **fourth** month.
m-shine-Ø LOC month **ge-three.its** or **g-four.its**

9.3 Affixes functioning as both derivational and inflectional

There are five affixes that are used with both verbs and nouns: *me-*, *ne-*, *he-*, *se-* and *ge-*. When used with verbs, they are inflectional, adding a new element of meaning to the verb. When used with nouns or adjectives, they are derivational, changing the grammatical function of the root word.

9.3.1 The *me-* affix

A *me-* prefix may be added to certain nouns and verbs to form an adjective:

btes	'a measure'	***mebtes***	'expensive'
btik	'to get up'	***mebtik***	'quick'
duk	'laziness'	***mduk***	'lazy'
kteng	'to pull'	***mekteng***	'direct'
nóng	'ray of light'	***mnóng***	'shiny'

The *me-* prefix may be added to an adjective to form another adjective with similar meaning:

lehen	'thin'	*lemehen*	'slender'
tahà	'tall'	*tmahà*	'oblong'

The *me-* affix signals that the role of the focused participant in the sentence is either actor or experiencer. The affix is used with both verbs and nouns. When used with a noun, the noun becomes a verb.

(1) With verbs

bli	'buy'	*bemli*	'to buy'
eted	'bring'	*meted*	'to deliver'
kodu	'pity'	*kmodu*	'to pity'

Bemlihe msó bè Bongu. — **I** bought hulled rice at Bongu.
-**em**-buy.**I** hulled.rice LOC Bongu

Wen se fen meted ken bélê le. — **There are those** who bring food to them.
there.is EMPH ID **m**-bring food PREP them

(2) With nouns

benwu	'country'	*menwu*	'to live in a country'
ken	'food'	*mken*	'to eat'
klo	'weeding tool'	*kemlo*	'to weed'
tonok	'ground'	*tmonok*	'to walk'

Hlósi menwu dini ne. — **You** continue to live here now.
Ø-continue.**you,SG** **m**-live here now

Sendaw ɯe kemlo. — **They** weeded all day.
one.day **they** -em-weeding.tool

Tehe me tódô tmonok. — Previously **we** just walked.
previous **we,EX** just -**m**-ground

9.3.2 The *ne-* affix

The *ne-* affix signals that the role of the focused participant in the sentence is either experiencer, object or goal. It is used with both verbs and nouns. When used with a noun, the noun becomes a verb.

(1) Experiencer focus

halì	'a wound'	*hnalì*	'to be wounded'
inget	'perspiration'	*ninget*	'to perspire'
lekef	'a cold'	*lenekef*	'to have a cold'

Lenekef le kem ngà. — The **children** have colds.
-**en**-have.cold **they** PL **child**

Tey ninget ***kwangu*** *lanu kemlo.*
INT n-perspire **back.my** path.I -em-weeding.tool

My back is really perspiring because I've been weeding.

(2) Object focus (The root words listed may be either a noun or a verb.)

angat	'wait'	*nangat*	'to wait for (someone/something)'
bli	'buy'	*benli*	'to buy (something)'
kodu	'pity'	*knodu*	'to pity (someone/something)'
taba	'call'	*tnaba*	'to call (someone)'

Tnabahen ***Yê.***
n-call.she **Mother**

She called **Mother.**

Nangat me ***lu.***
n-wait.for we,EX **them**

We are waiting for **them.**

(3) Goal focus

blay	'give'	*benlay*	'to give to (someone)'
eted	'bring'	*neted*	'to deliver to (someone)'

Benlay le mi klatas.
-**en**-give they **us,EX** paper

They gave **us** paper.

Neteden o kuda ekimel.
n-deliver.he **me** horse DIR,early.afternoon

He delivered the horse **to me** early yesterday afternoon.

9.3.3 The *he-* prefix

The *he-* prefix has three functions: (1) when it occurs with an adjective, the adjective is changed to a verb; (2) when it occurs with a verb, it signals that the action of the verb is being initiated by one person, but being performed by another, i.e., it becomes a causative verb, someone is causing another person to do something; (3) when it occurs with a noun, the noun becomes a causative verb or a reflexive verb.

(1) With adjectives to form a verb

bong	'big'	*hbong*	'to make big/plenty'
kini	'hot'	*hkini*	'to heat (something)'
moni	'near'	*hloni*	'to come near'
tólóng	'different'	*htólóng*	'to separate'

Deng ***hkiniu*** *ken koni.*
PT **h**-hot.I food just.now

I just finished **heating** the rice/food.

Béi ***hloni*** *bè skê kudà.*
do.not.you,SG **h**-near LOC rear.end horse

Don't **go near** the rear end of a horse.

(2) With verbs to form a causative verb

minum	'to drink'	*hinum*	'to cause (someone) to give a drink to (someone/something)'
segyok	'to take care of'	*hesegyok*	'to cause (someone) to take care of (someone/something)'

Gel hinumem do onuk.
always h-give.drink.you,SG my chicken

Always **give** my chickens **something to drink.**,

Hesegyoku ke Kasi yem bew.
he-care.for.I NF Kasi that carabao

I had *Kasi* **take care of** the carabao.

(3) With nouns to form a causative verb

dek	'pestle'	*hdek*	'to cause (someone) to pound rice'
klo	'weeding tool'	*heklo*	'to cause (someone) to weed'

Gel wen halay heklo le snéen.
always there.is rice he-weeding.tool they also

There is also always some rice (field) **they have others weed**.

Sgantang halay nwahu ne hdeku
s-one.ganta unhulled.rice n-get.I and h-pestle.I
ke Bé.
NF Grandmother

I got one ganta of unhulled rice and had Grandmother **pound it** (for me).

There is a limited group of nouns that may function as a reflexive when prefixed with *he-*, i.e., the person initiating the action has it done to himself. This takes the focused *-e* set of pronouns for the initiator:

Hguntinge ke Yadan kedeng.
h-scissors.I NF Yadan later

I'll have *Yadan* **cut my** hair later on.

Hetbeke béléem bè nim
he-sharp.pointed.object.I PREP,you,SG LOC this
desu ni.
sickness.my this

I'll have you give me an injection for this sickness of mine.

Géhéli hbulung dé.
hurry.you,SG h-medicine EMPH

Hurry up and **have yourself treated** with medicine.

Notice the difference in meaning when the nonfocused *-u* set of pronouns is used:

Hguntingu ke Yadan ngà ni.
h-scissors.I NF Yadan **child this**

I will have *Yadan* give **this child** a haircut.

Hetbeku ke Yè Udi ngau.
he-sharp.pointed.object.I NF Mother Little **child.my**

I will have Little Mother give **my child** an injection.

Géhél hbulungem ne yehenem.
quick **h-medicine.you,SG** now **spouse.you**

Quickly have **your spouse** treated now **with medicine.**

9.3.4 The *se-* prefix

The *se-* prefix has two functions: (1) it may signal a reciprocal action, i.e., both parties perform the action or benefit from it; or, (2) it may add the additional meaning of 'one/once' to certain nouns.

9.3.4.1 To signal reciprocal action

(1) With verbs

kó	'to remove'	*skó*	'to divorce'
tagak	'to leave behind'	*stagak*	'to leave one another'
tngón	'to know'	*setngón*	'to know each other'
tóbóng	'to help'	*stóbóng*	'to help each other'
tulón	'to tell'	*stulón*	'to talk to each other'

Stóbóng tekuy.
s-help we,IN

Let's all **help each other.**

*Ominu **stulón** yem yehenu.*
then.I **s-tell** that spouse.my

Then I **discussed it with** my wife.

(2) With adjectives

mayuk	'far'	*slayuk*	'far from each other'
moni	'near'	*sloni*	'near each other'
sotu	'one'	*ssotu*	'to be in agreement'
tólóng	'different'	*stólóng*	'to be different from each other'

*Tehe le **sloni** Mélê Botu Mtutung.*
previous they **s-near** Mélê Botu Mtutung

Previously (the mountains) Mélê Botu and Mtutung were **near each other.**

*Tey **stólóng** kul kmò.*
INT **s-different** their custom

Their custom is very **different (from ours).**

(3) With nouns

lai	'in-law'	*slai*	'to be in-laws with each other'
lingun	'traditional song'	*slingun*	'to sing a traditional song to each other'
syat	'a turn off'	*sesyat*	'crossroads'
yehen	'spouse'	*syehen*	'to be married'

*Tey le móyô **slai** kem Tboli.*
INT they m-like **s-in.law** PL Tboli

Tboli really like **to become in-laws with each other.**

Sulóyen buteng laen tungô tau
s-afternoon night NEG,it Ø-sleep person
slingun.
s-traditional.song

The persons who **sing the traditional songs to each other** don't sleep all night.

9.3.4.2 To add the additional meaning of 'one/once' to certain nouns

The *s-* may be a shortened form of *sotu* 'one':

botù	'piece'	*sbotù*	'one piece'
goyu	'cob/stalk'	*sgoyu*	'one cob/one stalk'
halay	'year'	*sfalay*	'one year'
hunges	'wrapper'	*sfunges*	'one wrapper'
kdaw	'sun/day'	*sendaw*	'one day'
ulék	'repeat'	*sulék*	'once'

Mukas ***sfalayen*** *ne kegen le là mayad do.* It is more than **one year** now the length of time they have not paid me.
more.than **s-year.it** now k-long.time they NEG m-pay me

Yake new bud ton lu ***sulék.*** Good if I can first see them **once** more.
good.if first.I again Ø-see them **s-return**

9.3.5 The *ge-* prefix

The *ge-* prefix signals either an ability/capacity to do something or an unintentional action, depending upon the context. It occurs with nouns or verbs.

(1) With nouns

fun	'owner'	*gfun*	'able to own'
salà	'sin/mistake'	*gsalà*	'accidentally sin/make a mistake'
tutuk	'nail'	*gtutuk*	'accidentally bump oneself'

Ne ***gtutuk*** *kulu Nib.* And *Nib* **accidentally bumped** his head.
and **g-nail** head Nib

Snólóken bélê me yem lefò ***ke gfunen.*** He asked us if he was **to be the owner** of the coconuts.
-n-ask.he PREP us,EX that coconut if **g-owner**.he

(2) With verbs

mon	'say'	*gmon*	'accidentally say'
mungol	'hear'	*gungol*	'able to hear (something)'
tungô	'sleep'	*gtungô*	'able to sleep'

Gungolu udél sdô fatu lem law. I was **able to hear** the squeal of a pig in the cane across (the river).
g-hear.I word pig across in cane

Song ***gtungóe*** *bud mdóm sotu kumù.* I wasn't **able to sleep** until I again borrowed a blanket.
not.until **g-sleep.I** again m-borrow one blanket

Ge- also occurs in combination with the verbal affix *me-* on certain verbs to form a stative verb. In this combination of *me-* + *ge-*, the vowel of the *ge-* prefix is dropped, and the resultant prefix is *meg-*:

lala	'to disturb'	***meglala***	'to be disturbed'
tafak	'to punish'	***megtafak***	'to be punished'
teef	'to winnow'	***megteef***	'to be winnowed'
tolok	'to teach'	***megtolok***	'to be trained'

Kô ***meglala*** *ye.* — Perhaps you **will be disturbed**.
perhaps **meg**-disturb you,PL

10. Location

A participant functioning as location occurs with all five focus types. Basically location is the place where the action happens. But in Tboli it can also be the person or thing toward which the action is directed. It is indicated by certain location markers, location words and by the *dini* set of demonstratives as location substitutes.

Usually location occurs at the end of the sentence. But it may occur before the verb when it is necessary to contrast it with some other location for clarification.

10.1 Location marker *bè*

There is a location marker *bè* which is used to indicate both the place where the action happens or the person or thing to which the action is directed. It is also used to introduce an independent clause.

10.1.1 Location as the place where the action happens

Location may be either a person or a place. A demonstrative can be used as a location substitute.

(1) Person as location

Kól le ***bè*** *Mrs. Bargas.* — They arrived **at** (the place of) **Mrs.** ***Bargas***.
ß-arrive they LOC Mrs. Bargas

Bude muta haya ***bè le*** *Afô.* — I'm going to harvest again tomorrow **at (the field of *Afô* and his family**.
again.I m-harvest tomorrow LOC PL **Afô**

(2) Place as location

Kól le ***bè*** ***Dadiangas.*** — They arrived **at Dadiangas**.
ß-arrive they LOC **Dadiangas**

Mógów le ***bè*** ***fedyan.*** — They went **to the market**.
m-go they LOC **market**

Mius le ***bè*** ***yem fsinà.*** — They passed by **that (certain) office**.
m-pass.by they LOC **that office**

Tungóe bélê le ***bè*** ***Afus.*** — I slept with them **at Afus**.
ß-sleep.I PREP they LOC **Afus**

(3) Demonstrative as location substitute

Ni sóne ***bè*** ***ni.*** — This (place) **here** is as far as I'm going.
this end.I LOC **this**

Nù ***bè*** *tu* *kem dumuhen.*
Ø-to.be LOC **there** PL companion.his

His companions live there (far).

Deng le *mangay msó* ***bè*** *yó.*
PT they m-fetch hulled.rice LOC **there**

They have already fetched some hulled rice from there.

10.1.2 Location as that toward which the action is directed

When the location is that toward which the action is directed, it may be a person, a thing or a derived noun. In most cases it is a person. When it functions in this way, it may occur in the goal position before the object or in the location position at the end of the sentence.

(1) Person

Denge hemtahu ***bè*** *Dwata se* *dou.*
PT,I hem-true LOC **God** EMPH me

As for me, I have believed in God.

Ne sidek knawahen ***bè*** *kem tuónen.*
and bad k-breath.his LOC PL **in.law.his**

And his attitude is bad toward his in-laws.

Tey bong dou snǫlu ***bè*** *Dwata.*
INT big mine -n-face LOC **God**

I have a very big responsibility to God.

Myak ***bè*** *yem tau* *mauy.*
m-embarrass-Ø LOC **that person** m-visit

She's embarrassed to that person who is visiting.

Ndómu ***bè*** *Yẽ* ***Bong*** *wolu filak.*
n-borrow.I LOC **Mother Big** eight peso

I borrowed eight pesos from Big Mother.

Olów iô *mdóm* *lematu* ***bè*** *le*
only.I would.like m-borrow -em-hundred LOC PL
Yẽ *Lɔmi.*
Mother New

I only would like to borrow a hundred (pesos) from New Mother and her companions.

Gel *snǫloku* ***bè*** ***Ting*** *ke móyô.*
always -n-ask.I LOC **Ting** if m-like/want-Ø

I always ask *Ting* if he wants to.

(2) Thing

Yô gunuhu bemlay du ***bè*** *hitu filak.*
that place.I -em-give him LOC **seven peso**

That's the reason I gave it to him for seven pesos.

Doli *ngalihu* ***bè*** *filak* *nogot* *Ting.*
fifty.cents hold.back.I LOC **money** n-hold **Ting**

I kept back fifty cents from the money that *Ting* was responsible for.

Okóm hnihu ***bè*** *limu latu* *filak.*
but h-ask.I LOC **five hundred peso**

But I asked/bargained for five hundred pesos.

Malù *kulang* ***bè*** *tgoyu.*
somewhat-Ø Ø-lack LOC **round.wood**

It's lacking somewhat in round wood (poles).

(3) A derived noun

*Ali gedlug khedemem **bè kmoem** nmò.*
INT more.than.enough k-think.you,SG LOC **k-do.your n-do**

You are thinking too much **about your work**.

*Wen tey tulónu kóm **bè kum kmò dini.***
there.is INT ß-tell.I you,SG LOC **us,EX k-do here**

I have something important to tell you **about our doings here.**

10.1.3 Location marker used to introduce a dependent clause

The location marker may be used to introduce a dependent clause:

*Sónen efet **bè bud keston tekuy.***
only.it until LOC **again ke-s-see we,IN**

This is all until (the time) **when we all see each other again**.

***Bè kmò kbenwu kem Tboli, là** holen mdengen.*
LOC **k-do k-country** PL **Tboli** NEG INT,it settle

The way the Tboli live, it is not very settled.

*Là buden hyu knagien **bè yem kdes matahen.***
NEG again.he good k-study.his LOC **that k-pain eye.his**

He is not able to study well **because of the painfulness of his eyes.**

10.2 Location words

There is a category of words that designate location. These are used without the location marker.

10.2.1 Location words in relation to higher and lower levels

There are four location words that are used in relation to a higher or a lower level. These occur with the two prefixes indicating distance (*de-* 'nearby' and *te-* 'distant'):

bwak	'a lower area'	*-lem*	'down/below'
ɑged	'a higher area'	*ta*	'up/above'

*Deng le kól **ta.***
PT they ß-arrive **up**

They have already arrived **up** (in the mountains).

*Tbahu te bè Bsayà **bwak.***
ß-work we,DU LOC Visayan **lower.area**

Let's you and I work for the Visayan **down below**.

*Ne gu **leged** yem sotu ówóng bong.*
and from **higher.area** that one boat , big

And that one large boat came from the **higher area.**

(1) With *de-* and *te-*

*Deng mulék gu ditu **tleged.***
PTß m-return from there **distant.higher.area**

He has already returned from the **distant higher area** there.

*Deng dnaduhu ne yem fi **dlem.***
PT -n-plow.I now that DIR **nearby.lower.area**

I have now already plowed that **nearby area just below**.

Mosol etu tlem él.
m-downhill-Ø DIR,there **distant.below** river
He went down (from the mountain) there to the river **far below**.

Ne sut se Yê Tahà debwak.
and Ø-arrive INT Mother Tall **nearby.lower.area**
And Tall Mother arrived in the **lower area nearby**.

Tódô ton me Mà Bong mosol gu dta.
right.then Ø-see we,EX Father Big m-go.downhill from **nearby.up**
Right then we saw Big Father coming downhill from **the higher area nearby**.

Ne kóle tta, nù ditu se Ting.
and Ø-arrive.I **far.higher.area** Ø-to.be there also Ting
And (when) I arrived **in the area far up**, *Ting* was there also.

The location word *ta* 'up/above' often occurs with the *ke-* prefix which indicates the distance about halfway between the top of a mountain and the bottom:

Nù le ditu kta.
Ø-to.be they there **halfway.up**
They live there halfway **up** (the mountain).

Tódô mlóy gu kta te bulul.
immediate-Ø m-run from **halfway.up** PREP mountain
He immediately ran from **halfway up** the mountain.

10.2.2 Other location words

There are other location words that do not occur with the above prefixes:

fatu	'the other side of'	*mool*	'downstream'
klohok	'beside'	*subô*	'upstream'
laan	'under/beneath'	*talak*	'the middle of'
lem	'in/inside'		

Nù lemen.
Ø-to.be **inside.it**
It's **inside**.

Deng le kól lem él.
PT they Ø-arrive **in** river
They have already arrived **in/at** the river.

Béem gel fét laan lefô yem kudà.
NEG,you,SG always Ø-tie **under** coconut.palm that horse
Don't always tie the horse **under** the coconut palm.

Myón bè but hehek klohok ofi.
m-sit-Ø LOC base post **near** fire
He was sitting at the base of the post **near** the fire.

Gungolu udél sdô fatu lem law.
Ø-hear.I word pig **other.side.of** in cane
I heard the squeal of a pig **on the other side of** (the river) in the cane.

Hilu dulék me ***smubô*** *du, hilu*
how.many times we,EX **-m-go.upstream** it how.many
dulék me ***mool*** *du, laen dù sónen.*
times we,EX **m-go.downstream** it NEG,it it end.it

How many times did we **go upstream**, how many times did we **go downstream**, it had no end.

Mógów me ***subô*** *kedeng.*
m-go we,EX **upstream** by.and.by

We are going **upstream** later on.

Lem frequently occurs as part of a place name:

Lem Snólón	'In (the area of) Snólón River'
Lem Sembong	'In (the area of) Sembong Gully'
Lem Lóyón	'In (the area of) Lóyón River'

10.3 The *dini* set of demonstratives as location substitutes

For a review of the *dini* set of demonstratives, see section 5.3:

Dwata semgyok kuy dyó.
God -em-care.for you,PL **there**

May God take care of you all **there**.

Hlósi menwu ***dini*** *ne.*
ß-continue.you,SG m-inhabit **here** now

You continue to live **here** now.

Tek fat buteng me ***ditu.***
only four nights we,EX **there**

We were only **there** four nights.

A demonstrative from the *dini* set often occurs with a location indicated by a *bè* phrase and/or with a location word:

Deng kmulón ***dini*** ***bè*** ***Begabag.***
PT-ß -m-rain **here** LOC **Bagabag**

It has rained **here at Bagabag**.

Gotu le nù ***ditu*** ***tlem*** ***bè***
all they ß-to.be **there distant.below** LOC
Mlikan Bukay.
American White

They all live there far below at the Americans.

Deng mulék gu ***ditu*** ***tleged.***
PT-ß m-return from **there distant.higher.area**

He has already returned from **there far up** (in the mountains).

10.4 The *e-* prefix indicating motion toward a location

The prefix *e-* indicating direction or motion towards the designated place can occur with the location marker, location words and location substitutes.

(1) With location markers

Bude mulék ***ebè*** *Sinolon ni.*
again.I m-return DIR.LOC Sinolon now

I'm going to return again **to** Sinolon now.

(2) With location words

Ke gele mógów ***ekta,*** *là gel*
when always.I m-go **DIR,halfway.up** NEG always
tonu ke Yê.
Ø-see.I NF Mother

When I always go **halfway up into** (the mountains), I don't always see Mother.

Bude mulék efatu bè Hitas.
again.I m-return **DIR,other.side** LOC Hitas

I'm returning again **to the other side** to Hitas.

(3) With location substitutes

Hgéhéli kut ***edini.***
h-hurry.you,SG we,DU(polite) **DIR,here**

Please hurry and come **here.**

Ken me ***edyó*** *he kedeng.*
Ø-eat we,EX **DIR,there** yet later

We'll eat later (upon arriving) **there.**

11. Time

A participant functioning as time occurs with all five focus types. Basically time indicates when the activity described by the verb takes place, but it may also indicate a certain measure of time. Although it is always a nonfocused participant, it frequently occurs before the verb when it is necessary to contrast it with some other time for clarification.

11.1 Time words

The following is a list of the most commonly used time words:

buteng	'twenty-four hour period'
fedyan	'market/week'
gtungó	'noon'
halay	'rice/year'
hlafus	'morning'
kdaw	'sun/day'
kemdaw	'noon'
kifu	'night'
kimel	'early afternoon'
kuloy	'late afternoon'

As an *e-* prefix is used with location words to indicate direction towards, so there is an *e-* prefix used with certain time words, but it points backwards to the immediate past:

ebuteng	'DIR,twenty-four hour period'
ekimel	'DIR,early afternoon (yesterday afternoon early)'
ekuloy	'DIR,late afternoon (yesterday afternoon late)'

Some of the time words in the above list occur with *ni* 'this':

fedyan ni	'this week'
halay ni	'this year'
kemdaw ni	'this day (today)'
kimel ni	'this afternoon'

Numbers may occur with *ni* to indicate a future time:

fat ni	'four (days) **from now**'
lewu ni	'two (days) **from now**'

The modifiers *gna* 'before/ahead' and *huli* 'behind/after' are used with the following time words:

fedyan gna	'**last** week/market day'
fedyan huli	'**next** week/market day'
halay gna	'**last** year'
halay huli	'**next** year'

Compounds are also used to express time:

hlafus	*ekimel*	'**yesterday** morning'
morning	DIR,early.afternoon	
kdaw	*ekimel*	'**yesterday** noon'
sun/day	DIR,early.afterooon	
suloyen	*buteng*	'**all** night'
s-late.afternoon.it	24.hour.period	

11.2 How time is indicated

Time may be indicated by: (1) a time word occurring with *bè*; (2) a time word indicating a measure of time; (3) a *ni* set demonstrative with or without a time word; (4) by an adverb from the *eginu* class (see sec. 3.2.2(1)) with or without a time word.

11.2.1 A time word with *bè*

*Lemwót tekay **bè** udas fat **hlafus**.*
-em-leave we,IN LOC **hour four morning**

We'll all leave **at four o'clock in the morning**.

*Bude mnagi **bè halay huli**.*
again ...-study LOC **year after**

I'll study again **next year**.

*Sotu kifu **bè Akad** tungóe **bè** Afus.*
one night LOC **Sunday** ß-sleep.I LOC Afus

One **Sunday night** I slept at Afus.

*Dô **bè Julay** kgefeten yem silà Tboli.*
maybe LOC **July** k-reach.its that corn Tboli

Maybe **in July** Tboli corn will be ready to eat.

11.2.2 A measure of time indicated

*Deng tlu **butengen** là mken.*
PT **three night.she** NEG m-food

It's already **three nights** she hasn't eaten.

*Deng mukas **sfolò halayen** ne.*
PT more.than **ten year.it** now

It has already been more than **ten years** now.

*Sfolò fat **butengen** nù ta.*
s-ten four night.he ß-to.be up

It was fourteen nights he stayed up (in the house).

Dô ***bulón huli kgefet bkadu.***
maybe **month after** k-reach avocado

Maybe next month the avocados will be ripe.

11.2.3 A *ni* set demonstrative with or without a time word

Lelu ***ni*** *kem mfas.*
still.I **this** PL m-clear.a.field

I'm still **at this time** clearing a field.

Sónmou hemdem kuy ***bulón ni.***
always.I -em-think you,PL **month this**

I'm always thinking of you all **this month.**

Són ***ni kifu ni là keseken*** *du.*
just **this night this** NEG **k-wear.she** it

It's just **tonight** she's not wearing it.

The demonstrative *ni* often occurs with the *ke-* prefix, forming the word *kni* a previous/past time:

Likoe kudà hanà kegenu ***udì kni.***
ß-afraid.I horse still k-long.time.my little **k-this**

I was afraid of horses in the **past** when I was still a child.

Lumun yem tehe knawa me ebéléem
like that former k-breath ours,EX DIR,PREP,you,SG

kni.
k-this

It's like our former attitude toward you **in the past.**

This *kni* form also occurs with the prefix *e-* which indicates a direction towards a past time:

tehe yu ***ekni***
previous that **DIR,k-this**

'a long, long time past'

tehe benwu gnan ***ekni***
previous country before.it **DIR,k-this**

'in a previous country from before in **times past**'

tehe knuu bè Kiambà ***ekni***
previous k-to.be LOC Kiamba **DIR,k-this**

'when I previously lived in Kiamba in **times past**'

Yake yem gna tehe kukét me
good.if that before previous k-pick.corn our,EX

ekni.
DIR,k-this

Good (if it were like) that previous time we picked corn **in times past.**

11.2.4 An *eginu* set adverb with or without a time word

Fene mò ken ***kedeng.***
ID m-do food **later**

I'm the one to cook rice **later on.**

Deng bud lemwót ***koni.***
PT,ß again -em-leave **just.now**

She **just now** left again.

Gu me bè Demfilan ***eginu.***
ß-from we,EX LOC Demfilan **DIR,early**

We came from Demfilan **earlier (today).**

Bude mógów bè Afus ***kemdaw ni kedeng.*** **I'll go again to Afus later today.**
again.I m-go LOC Afus **-em-day this later**

Ni ***kemdaw ni eginu,*** *kemlo me bè* **Earlier today** we weeded in the ricefield.
this **-em-day this DIR,early** -em-weed we,EX LOC
tniba.
-n-ricefield

12. Negatives

12.1 Types of negatives

There are three negatives in Tboli: *là*, *bê* and *sundu/sindu*.

12.1.1 The negative *là*

Là negates an action (a verb) or a descriptive (an adjective). It always precedes that which it negates, and it never attracts the pronoun actor to itself.

(1) With a verb

Là *munge.* **I'm not** going along.
NEG m-go.along.I

Là *benlay le do.* **They didn't** give it to me.
NEG -en-give they me

Là *tulónen du.* **He/She didn't** tell it.
NEG Ø-tell.he/she it

Là *tnawe.* **I'm not** cold.
NEG Ø-cold.I

(2) With an adjective

Là *bongen.* **It's not** big.
NEG big.it

Là *bud buden du.* **He will not** do it again.
NEG again again.he it

Là *bong guta me.* **We didn't** get much.
NEG big g-get we,EX

Deng legen ***là*** *bud keston le.* **It has been a long time their not seeing each other.**
PT long.time NEG again ke-s-see their

In the *-e* set of actor or experiencer focus pronouns (see sec. 4.1.1), the third person 'he/she/it' is indicated by the absence of a word to signify it, i.e., a zero pronoun. When *là* negates a verb using this zero pronoun, it borrows the equivalent pronoun *-en* from the non-focused *-u* set to fill the seemingly empty space:

Mung.
m-go.along-Ø

He/she is going along.

Là mungen.
NEG m-go.along.**he/she**

He/she is not going along.

Tnaw.
Ø-cold-Ø

He/she/it is cold.

Là tnawen.
NEG Ø-cold.**he/she/it**

He/she/it is not cold.

12.1.2 The negative *bê*

The negative command *bê* is used with verbs only, negating an action. It always attracts the pronoun actor from its regular position following the verb to itself, whether the pronoun is from the focused actor *-e* set or from the nonfocused actor *-u* set:

Bée dou.
do.not.I as.for.me

As for me, **I don't** want to.

Béi hebtang.
do.not.you,SG he-fall

Don't you fall.

Béem hentaw lu.
do.not.you,SG -en-amaze them

Don't you be amazed at them.

Béen tafa nawa le do.
do.not.it Ø-anxious breath they me

They should **not** be anxious about me.

12.1.3 The negative *sundu/sindu*

Sundu/sindu negates nouns or noun substitutes. So in an equational sentence, it negates the noun or noun substitute functioning as the topic of the equation. The pronoun *du* 'he/she/it' may occur after whatever is being negated:

Sundu adat bè Tboli du yó.
not custom LOC Tboli **it** that

That is **not** a Tboli custom.

Sundu kumù Tboli du ni.
NEG blanket Tboli **it** this

This is **not** a Tboli blanket.

Sundu uu gna tau.
not you,SG first person

You are **not** the first person (in the world).

Sundu yó hendemu.
not that -en-think.I

That is **not** what I'm thinking.

Tngónu sundu ni kun kóyô Dwata.
Ø-know.I NEG this his k-want/like God

I know that this is **not** God's desire.

Sundu do du yem toloku kul.
NEG mine it that Ø-teach.I them

It is not mine that (teaching) I teach them.

12.2 Negatives emphasized

Negatives *là* and *bê* may be emphasized by three modifiers only: *kô*, *dog* and *abay*.

12.2.1 *Là* emphasized by *kô*

Kô only modifies *là*, but it occurs in this combination frequently. It adds the meaning of being very definite or very certain about something. When the actor focus *-e* set of pronouns is used, the *kô* always attracts the actor pronoun from the verb to itself. When the pronoun for 'he/she/it' is needed, the equivalent pronoun *-en* is borrowed from the nonfocused actor *-u* set. It, too, is attracted to *kô*:

Là kóe móyô mung.
NEG INT,I m-want m-go.along

I definitely do not want to go along.

Ke là mebeli ken, là kói gemken se.
if NEG m-look.for.you,SG food NEG INT,you,SG g-em-food EMPH

If you don't look for food, **you will certainly not** be able to eat.

Là kóen deng kmulón he.
NEG INT,it PT -m-rain yet

It definitely has not rained yet.

Là kóen kóyów he.
NEG INT,it adequate yet

It **definitely** is still inadequate.

12.2.2 *Là* and *bè* emphasized by *dog*

The modifier *dog* modifies both *là* and *bê*. In some contexts it has the meaning of not being able to do something. In other contexts it carries the meaning of not wanting to bother about doing something—a "never m[illegible]" attitude.

(1) With *là*

When *dog* modifies the negative *là* in a sentence requiring the nonfocused *-u* set of pronouns as actor, the pronoun actor always remains in the regular actor slot following the verb. It is never attracted to *dog*:

Là dog nwit le do.
NEG INT n-bring **they** me

They didn't bother to bring me along.

Là dog tngónu du mò kken me.
NEG INT Ø-know.I it PREP k-food our,EX

I did not know what we would eat.

Là dog tulónu du kul le Yê Bong.
NEG INT Ø-tell.I it them PL Mother Big

I didn't bother to tell it to them Big Mother and her companions.

But when *dog* modifies a negative used in a sentence requiring the focused *-e* set of pronouns as actor, the actor is always attracted to *dog*. And, as has been noted before, when 'he/she/it' from this set of pronouns is needed, the equivalent pronoun *-en* from the nonfocused *-u* set is borrowed:

Là doge bud gulék.
NEG INT,I again g-return
I didn't bother to return again.

Là doge bud mò nmò.
NEG INT,I again Ø-do n-do
I didn't bother again to do (any) work.

Là dogen mudél, tódô neb.
NEG INT,he m-word just Ø-silent
He wouldn't speak, he was just silent.

Là dogen gefet kimel keklo me.
NEG INT,it g-reach early.afternoon ke-weeding.tool our,EX
Our weeding **was** over before early afternoon.

Là dogen hol bud hligal yem tau dumu me.
NEG INT,he INT again Ø-happy that person companion our,EX
That person who was our companion **was not** very happy anymore.

In the above examples where the focused *-e* set of pronouns has been attracted to the modifier *dog*, another change takes place if time, location, certain conjunctions, etc. occurs at the beginning of the sentence. These sentence initial participants not only attract the actor pronoun from *dog*, but they change it from the focused *-e* set to the nonfocused *-u* set:

Wen se kdawu là dog mò nmò.
there.is EMPH **day.I** NEG INT do n-do
There were days when **I didn't bother** to work.

Tey kegenen là dog mudél.
INT **k-long.time.his** NEG INT m-word
It was a very long time **he wouldn't** speak.

Ominu hlilil là dog kmumù.
then.I Ø-lie.down NEG INT -m-blanket
Then **I** lay down **not bothering** to use a blanket.

(2) With *bê*

As has already been noted, *bê* may be used in sentences with either a focused or non-focused actor, and it always attracts the actor pronoun to itself:

Béem dog tenles ne.
NEG,you.SG INT -en-change now
Don't bother to change it now.

Béen dog mnagì abay se tafa nawahu du.
NEG,he INT m-study because EMPH anxious breath.my him
Never mind (if) he studies because I'm very anxious about him.

Sometimes *bê* is dropped and *dog* is used by itself:

Dog mnagi ne.
INT m-study-Ø now
Never mind (if) he studies now.

Dog tenles ne. **Never mind** changing it now.
INT -en-change now

12.2.3 *Bê* emphasized by *abay*

The modifier *abay* only modifies the negative *bê* 'don't', which is used as a command, a request or a warning. *Abay* adds a strong note of authority or urgency to this negative. As has already been said, *bê* always attracts the pronoun actor to itself, whether it is focused or a nonfocused actor:

Bêi abay kmó! **Don't** jump down!
do.not.you,SG INT Ø-jump.down

Bêi abay mógów hegusak! **Don't** just go wandering around!
do.not.you,SG INT m-go heg-wander.around

Bêem abay hnifót o kóó? **Don't** forget me, will you?
do.not.you,SG INT -n-forget me QU

Bê ye abay hennê o dê bè kmou **Don't** ridicule me about my working.
do.not you,PL INT -en-ridicule me EMPH LOC k-do.my
nnò.
n .lo

Bê ye abay knutó nawa yem ngà ye **Don't** hate your oldest child.
do.not you,PL INT -n-hate breath that child your,PL
twogu.
older

13. Questions

Questions are formed either by using one of the question words (with or without the question particle *de*) or by adding the question particles (*kó* or *kóó*) to an ordinary statement.

13.1 Question words

There are nine different question words in Tboli, and they always occur at the beginning of the sentence. A sentence which uses one of these question words is called an interrogative sentence, and the word used in asking the question is called an interrogative pronoun.

(1) *Tau du* 'who/whose' (lit., 'person he/she/it')

Tau du se gel gna tungô? **Who** is always the first one to go to sleep?
person he/she/it EMPH always first Ø-sleep

(2) *Kilón* 'when'

Kilón se kulékem du? **When** is it you are returning?
when EMPH k-return.you,SG it

(3) *Gunù/nù* 'where' (lit., 'place')

A noun or pronoun always follows this question word. The glottal stop is dropped when a singular pronoun is attached directly to the word:

Gunù ye nù de?
place you,PL Ø-to.be QU
Where are you living?

Gunuhen nù lan bè ni?
place.it Ø-to.be path LOC here
Where is the path here?

Nù se kudà du?
place EMPH horse it
Where is the horse?

Gunum/gum esolu de?
place.you,SG DIR,face QU
Where are you going?

Gunù ye deng bud tmiba?
place you,PL PT again -m-ricefield
Where have you again made your ricefield?

Gunù le Fining nù se kul du?
place they Fining Ø-to.be EMPH them it
Where are *Fining* and the others living as for them?

(4) *Tedu* 'what'

Tedu des le kem ngà ni?
what sickness their PL child this
What is the sickness of these children?

(5) *Boluy* 'what' (lit., 'name')

Boluyen de?
name.its QU
What is happening?

Boluyem?
name.your,SG
What is your name?

(6) *Mò kmò* 'how'

Mò kmoen se yem kógów ye?
Ø-do k-do.its EMPH that k-go your,PL
How was your journey?

(7) *Moen* 'why'

Moen ke hnalii?
Ø-do.he/she if -n-wound.you,SG
Why did you cut yourself?

(8) *Mahi du* 'which he/she/it'

Mahi du matù?
which he/she/it m-win
Which one won?

Mahi du bélê le kemgis?
which he/she PREP them -em-strong
Which of them is the stronger?

(9) *Hilu* 'how many/how much'

Hilu tau kenfô le?	**How many people did they arrest?**
how.many people -en-catch they	

13.2 Question particles

There are three question particles: *de*, *kô* and *kóó*.

13.2.1 Question particle *de*

The question particle *de* often occurs with all the question words, especially if they are used in isolation:

Boluyen de?	**'What is it?'**
Gunun nù de?	**'Where is it?'**
Hilu de betesen?	**'How much does it cost?'**
Kilón de?	**'When?'**
Mò kmoen de kuy?	**'How is it with you all?'**
Moem de?	**'What is your purpose?'**
Moen de?	**'Why?'**
Nù de?	**'Where is it?'**
Tedu de?	**'What is it?'**

13.2.2 Question particles *kô* and *kóó*

An ordinary statement can become a question by adding either the *kô* or *kóó* particle. The "ordinary statement" may be either a sentence using a regular verb or it may be a nonverbal sentence.

13.2.2.1 The particle *kô*

The question particle *kô* indicates that the questioner expects either a 'yes' or 'no' answer. It occurs following the actor or experiencer in an ordinary verbal sentence. It follows the comment in an equational sentence.

(1) Verbal sentence

Tngón ye kô yem deng tonu?	**Do you know what I saw?**
Ø-know you,PL QU that PT Ø-see.I	
Deng mkó kô yem tehe senlaw Timud?	**Has *Timud's* former sickness been removed/healed?**
PT m-remove-Ø QU that former -en-sickness Timud	
Deng bud ton ye kô yem sdô?	**Have you found the pig yet?**
PT again Ø-see you,PL QU that pig	
Móyói kô ke wen tulónu kóm?	**Would you like it if I told you something?**
m-want.you,SG QU if there.is Ø-tell.I you,SG	
Deng nauy ye kô?	**Have you visited him yet?**
PT n-visit you,PL QU	

(2) Nonverbal sentence

Hyu kô atul ni?	**Is this a good idea?**
good QU idea this	

Ni kô gunù ye nù? — **Is this** where you live?
this QU place you,PL Ø-to.be

Sana kwen le kô ngà onuku? — **Are** all my little chickens still alive?
still k-there.is their QU child chicken.my

Deng mabù kô Kasi? — **Has** *Kasi* gotten fat?
PT m-fat QU Kasi

With the existential *wen* 'there is', the question particle occurs following the comment:

Wen kô tau hemsidek kóm? — **Was there** a person who hurt you?
there.is QU person h-em-bad you,SG

Wen kô bulungen yem mitô lem ilungen? — **Is there** medicine for a nosebleed?
there.is QU medicine.it that m-blood inside nose.it

But with the existential 'there is none', the question particle always occurs at the end of the question:

Laen dù kuy tenduk kô? — None of you are sick, **are you?**
NEG,it it you,PL -en-sickness QU

Laen deng mosok bè nihin kô? — None of his teeth have fallen out, **have they?**
NEG,it PT m-fall.out LOC tooth.his QU

13.2.2.2 The particle *kóó*

The *kóó* particle indicates that the questioner wants a 'yes' for an answer. It occurs at the very end of a regular verbal sentence, but in an equational clause it occurs following the comment.

(1) Verbal sentence

Hol ye gel mni bélê me bè Dwata kóó? — Always really pray to God for us, **won't you?**
INT you,PL always m-ask PREP us,EX LOC God QU

Bê tekuy seklifót kóó? — We won't forget each other, **will we?**
NEG we,IN se-forget QU

Deng le mangay insó bè yó kun le — Father and his household have already gotten some hulled rice from there, **haven't they?**
PT they m-fetch hulled.rice LOC that him PL
Mà kóó?
Father QU

(2) Equational clause

Deng deng ne kóó keklo ye — You have already finished now, **haven't you,** your weeding the peanuts?
PT finish now QU ke-weeding.tool you,PL
legasing?
peanuts

Ni he kóó hol tahu ksulatem ebéléu?	This is really your first time to write to
this yet QU really true k-letter.your DIR,PREP,me	me, isn't it?

14. Summary

It was said in the introduction that learning a language well is a most exacting task. Now after having gone through this material, you know this fact by experience. In looking at Tboli as a whole, there are two basic hurdles that cannot be avoided by the learner. These are pronunciation and the focus system.

Pronunciation is the hurdle for a Filipino learning Tboli, since Tboli has vowels that are not in most of the major languages of the Philippines: seven vowels instead of the usual four. Another difficulty is the Tboli preference for only one or two syllables in a root word which results in double consonants at the beginning of a great many words. Another difference is the fact that stress on a root word always falls on the final syllable, a fact which does not change even when a pronoun suffix is added. These are differences that make it more difficult for a Filipino to master Tboli pronunciation.

For an expatriate, the hurdle is the focus system, and this hurdle we are seldom able to clear completely. Even knowing the system does not always mean that we can use it correctly in speaking. Filipinos are well acquainted with the focus system. But the difficulty for them in learning Tboli is the fact that Tboli does not have the particles familiar to them to signal which participant in a sentence is in focus. It may be helpful to remember that the five different focus types in Tboli can be divided into two groups based on their similarities: experiencer and actor in one group; object, goal and instrument in the other. Of these five sentence types, the most frequently used are actor focus and object focus.

The four pronoun sets are also divided into two groups: two functioning as substitutes for a focused participant, the other two for a nonfocused participant. Other basic factors to remember are:

1. Only one participant can be in focus in a sentence.
2. The affix on the verb (or the lack of an affix) designates the role the focused participant plays in the sentence.
3. Substituting a pronoun for an unmarked noun or noun phrase will clearly reveal whether it is functioning as a focused or a nonfocused participant.
4. Word order is fixed in Tboli. The position of a participant in a sentence determines its role in that sentence. Only a focused participant can be used in the preverb position.

Since this is not an exhaustive study of Tboli grammar, it is to be expected that you will have questions that are not answered in this material. If you would like help with those questions, write the author at the Summer Institute of Linguistics, Nasuli, Malaybalay, 8700 Bukidnon.

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